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ABSTRACT

The conference, attended by 231 participants from 48 of the 50 States plus five outside observers, included a minimum number of formal presentations and a maximum number of small groups where participants could consider issues and exchange ideas. The "Proceedings", while not an in-depth, programmatically substantive report of the conference, present a general overview and report on the general sessions, including excerpts from Sidney P. Marland's informal remarks. Sixteen small interest groups were conducted: elementary career education, junior high career exploration, senior high career preparation, career development, guidance and counseling, placement and follow through, postsecondary and continuing education, inservice training, and evaluation. Also: community relations, relationships with the total educational community, urban area implementation, rural area implementation, resource materials centers, career education for special education, funding strategies, and home/family relationship to career education. A. Jackson Stemmer's "Information Based Evaluation for Career Education" is included. Summary statements were drawn up from administrative groups. Mention of awards granted, references for further reading, the conference announcement, list of participants, and the complete conference agenda are included. (AG)

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PROCEEDINGS

of the

Coordinating Conference of State-Level and Local-Level Directors of Career Education Projects Funded Under Section 142(c) of Part D and Section 131(a) of Part C of Public Law 90-576

Airlie House
Warrenton, Virginia

December 17-19, 1972

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FOREWORD

Much of the impetus for a broad, locally-based developmental effort in career education has come through Part C and Part D of the Vocational Education Amendments of 1968 (Public Law 90-576). Part C provides funds for research and development work in vocational education, including the conduct of experimental and pilot projects. Part D provides funds for the operation of three-year exemplary programs designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and to broaden and improve career preparation programs for students in grades 10 through 14, with attention given to occupational guidance, counseling, and placement. These two parts of the Vocational Education Act provide very useful vehicles for the development, in accordance with the intent of Congress, of broadly-conceived career education programs. Although the emphasis under Parts C and D has not been in higher education and adult education, participating school districts are able to articulate their K-14 career education activities with adult education and higher education programs supported from other sources.

In the three-year period which ended on June 30, 1972, $22.5 million from the U.S. Commissioner's discretionary Part D funding were made available to support at least one career education model project in each State and Territory of the United States. In the Fall of 1971, the U.S. Commissioner of Education announced his willingness to turn over to the States an additional $9 million of discretionary Part C funding for the initiation of one or more additional career education projects in each State and Territory.

The school districts which were designated by the Chief State School Officers as recipients of the Part C funding worked during the Spring of 1972 in developing plans and materials for their career education projects, and many of them conducted inservice training activities for their teachers during the 1972 summer months. Most of these projects were in full swing by September of 1972.

Both the Part C and the Part D career education projects are viewed as joint local/State/Federal endeavors. Program Officers from the Central and Regional Offices of the U.S. Office of Education work jointly with personnel from State Departments of Education in providing technical assistance to the local project staffs. In return, the State and Federal Program Officers are learning much from the practical experience being generated in the local school systems as career development theories are applied in actual classroom settings under a wide variety of environmental conditions.

Cross-fertilization of the many career education projects, and interchange of the creative ideas and techniques which are emerging must be provided for, if we are to expedite the developmental process which is underway. We now have locally-developed career education model projects in operation in well over 100 local school districts across the country. The problem of providing for cross-fertilization and exchange of ideas among all of these projects is a formidable one, but significant steps have been taken in this direction. In December of 1971, for example, we brought together the local-level directors of all of the Part D projects, along with State-level Program Officers who were involved in the projects, personnel from Ohio State University's school-based model effort, and Federal Program Officers to exchange information and share ideas. Several of our Regional Offices have sponsored similar meetings on a regional basis, involving local and State personnel from both the Part C and the Part D projects.

It is recognized that national and regional interchange of information is only part of the problem. Coordination of career education activities at the State level is a matter of equal concern.

Whether a State Department of Education utilizes its RCU, a career education task force, some other administrative unit, or some combination of units, State-level coordination of career education activities is an essential consideration to which careful attention should be given. It is important, too, that State Departments of Education begin now to consider their future role in the diffusion of tested career education components which will emerge from the pilot projects and model-building efforts. The tasks of creating career education models in selected districts will have long-range advantage only to the extent that the components from the pilot projects are successfully diffused and installed in other districts throughout the State. The study of diffusion and adoption strategies, and the laying of plans for such activities in the coming months and years should be given high priority by State Department of Education personnel. Only in this way can the States insure payoff from their pilot projects and model-building efforts in career education.

This report summarizes the proceedings of the "National Coordinating Conference of State-level and Local-level Directors of Career Education Projects funded under Part C and Part D of Public Law 90-576," which was held at the Airlie House Conference Center, Warrenton, Virginia, on December 17-19, 1972.

This report has been prepared by staff members of the Program Development and Operations Branch of the Division of Vocational and Technical Education.

Michael Russo
Acting Director
Division of Vocational
and Technical Education

June 1973

BACKGROUND AND INTRODUCTION

Prior to the Airlie House Conference in December of 1972, three previous national conferences had been held which concerned themselves with the role of the Vocational Exemplary Projects in the implementation of career education.

Before the initiation of career education activities under Part D of Public Law 90-576, a "National Conference on Exemplary Programs and Projects" was conducted in Atlanta, Georgia. The purpose of this conference, which was held in March of 1969, was to explore potential procedures for implementing Part D career education activities and to develop a conceptual framework for the exemplary projects which would be undertaken.

Shortly after the award of the initial grants under Part D of P.L. 90-576, a "National Institute on Exemplary Projects" was conducted in Squaw Valley, California. The purpose of this Institute, which was held in July of 1970, was to assist newly-appointed State and local directors of Vocational Exemplary Projects to formulate plans for initiating, operating, and evaluating their Part D projects.

The December 1971 coordinating conference, which was held in Columbus, Ohio, involved the local-level directors of Part D projects, the State-level program officers who were involved in the projects, personnel from Ohio State University's school-based model effort, and Federal program officers. It was designed to promote the exchange of information and the sharing of ideas emerging from the projects. The agenda for that conference was specified by Federal program officers and was set up by grade levels, with key project directors being tapped for informal presentations on the achievements of their project by grade-level and program emphasis. Each presentation was followed by a period of time for questions from the audience.

For the 1972 conference covered by this report, it was determined that a panel of project directors, State-level program officers, and Federal program officers would plan the agenda and establish the parameters of the agenda format. Accordingly, such a panel was convened in Washington, D.C. on November 13, 1972. The following persons participated in the planning session:

Paul E. Cawein, Assistant Superintendent
District of Columbia Public Schools
Washington, D.C.

Barbara Clark
Local Project Director
Golden Valley, Minnesota

Walter Mietus, Project Evaluator
University of Maryland
College Park, Maryland

Ferman Moody, Director
State of Pennsylvania
Research Coordinating Unit
Harrisburg, Pennsylvania

Larry Selland
State Department of Education
Bismarck, North Dakota

Joel Smith
Local Project Director
Marrietta, Georgia

The results of this meeting were discussed in depth by telephone with Mr. Les Thompson, Federal Program Officer, U.S. Office of Education Regional Office in Kansas City, Missouri, and an effort was undertaken to accommodate, within the agenda, the concerns and suggestions which were emerging at the Regional Office level.

It was strongly urged by the above group that the agenda include a minimum number of formal presentations and a maximum number of small groups where issues could be considered and ideas exchanged by the participants. A list of concerns was developed by the group around which they felt small interest groups could be formed. Emphasis, they felt, should also be placed on the display of curriculum and instructional materials developed by the projects.

It was also decided at this session that no attempt would be made to produce an in-depth, programmatically substantive report of conference proceedings since the major objective of the conference was to be that of exchange between the projects. An effort was to be undertaken to secure the participation of a limited number of objective outsiders (objective from the viewpoint of not having been involved in a career education project) who would report their observations and reactions to the issues raised within the small interest groups. Such a group was subsequently contacted by the Program Development and Operations Branch staff.

The last day of the conference, it was decided, should afford an opportunity for participants to meet in groups by role-designation; e.g., Part D project directors, Part C project directors, State-level coordinators, and third-party evaluators. Out of this series of meetings, it was hoped, could emerge a consensus of briefly-stated concerns, recommendations and suggestions for the U.S. Office of Education staff administering the program.

The Coordinating Conference was officially announced by Michael Russo, Acting Director of the Division of Vocational and Technical Education, in a memorandum to the State Directors of Vocational Education on November 14, 1972. In this memorandum, Mr. Russo designated the following kinds of individuals as appropriate participants in the conference:

> (a) State-level personnel who are responsible for the coordination of Part C and Part D career education projects
>
> (b) local project directors of the career education projects supported under Section 142(c) of Part D and Section 131(a) of Part C
>
> (c) third-party evaluators who are under contract to conduct evaluations of Part C and Part D career education projects

Objectives for the conference were outlined in his memorandum as follows:

> One of the primary objectives for this "Coordinating Conference" will be the exchange of techniques and instructional materials which are showing promise in accomplishing the goals of the Part C and Part D career education projects. Exchange of evaluation techniques and approaches will also be an objective. Accordingly, each conference participant is requested to bring with him to the conference sample copies of each of the more outstanding instructional materials, curriculum guides, and teacher inservice guides which have been produced in the career education project with which he is associated. Third-party evaluators should bring with them two copies each of sample evaluation plans, evaluation instruments, and evaluation reports which they consider to be of especial significance.

It is planned that these sample copies will be placed on display for examination by the conference participants. After the conference, those items deemed suitable will be processed onto microfiche, entered into the ERIC system, and indexed and announced in the periodic issues of "Research in Education" and/or "Abstracts of Instructional Materials (AIM)." The materials can then be obtained, on microfiche or in hard copy, from the ERIC Document Reproduction Service by any interested parties.

CONFERENCE OVERVIEW

On Sunday afternoon, December 17, conference participants began to check into the Airlie House Conference Center. The final list of participants reveals that all of the 50 States were represented with the exception of two -- the States of Hawaii and Nebraska. Puerto Rico was represented by three participants. Against the initially designated groups of people, there were 51 State-level personnel who are responsible for the coordination of Part C and Part D career education projects; 30 third-party evaluators; 44 local project personnel from the career education projects sponsored under Section 131(a) of Part C; 64 local project personnel from the career education projects sponsored under Section 142(c) of Part D; and 27 other participants representing project directors responsible for curriculum development activities in career education, the U.S. Chamber of Commerce, teacher preparation institutions, and other local school districts moving on career education without the benefit of direct Federal funding from the Vocational Education Amendments of 1968.

In addition to the above 216 participants, there were two representatives of the National Institute of Education; five representatives of the USOE Division of Vocational and Technical Education; six representatives from the U.S. Office of Education's Regional Offices; and two representatives from the newly-forming Bureau of Occupational and Adult Education of the U.S. Office of Education. The U.S. Office of Education's Regional Offices not sending representatives were those in Boston, Massachusetts; New York, New York; Chicago, Illinois; and Kansas City, Missouri. Five persons from the "Washington Interns in Education" group joined the conference as objective, outside observers.

The initial group that assisted in planning the conference on November 13, 1972, was reconvened at the Airlie House Center and requested to serve as an ongoing Conference Coordinating Committee during the two-day conference. Because three persons who attended the planning meeting ultimately were unable to attend the Conference, three substitutions were added. The group that did serve the ongoing coordination function consisted of:

Paul E. Cawein, Washington, D.C.
Barbara Clark, Golden Valley, Minnesota
Walter Mietus, College Park, Maryland
Clarence Dittenhafer, Harrisburg, Pennsylvania
Harry Weisenberger, Bismarck, North Dakota
James Warren, Philadelphia, Pennsylvania
Joel Smith, Atlanta, Georgia

GENERAL SESSIONS

As stated previously, a conscious effort was made to limit the number of general sessions when formal presentations would be made to the entire group. There were a few general sessions, however, and the content of those sessions is certainly worthy of comment.

On Sunday evening, December 17, Mr. Michael Russo, Acting Director, Division of Vocational and Technical Education, U.S. Office of Education, welcomed the conference participants and introduced Dr. Sidney P. Marland, Jr., Assistant Secretary for Education, Department of Health, Education, and Welfare and his Special Assistant, Dr. Jon Fuller. Excerpts from Dr. Marland's informal remarks are provided on the following pages.

The first session on Monday morning, December 18, was devoted to a "Conference Overview" by Dr. Sidney C. High, Jr., Chief of the Program Development and Operations Branch of the USOE Division of Vocational and Technical Education. Dr. High then introduced two presenters who staged for the participants: "The Career Education Controversy." Mr. Dale Holden, Local Project Director, Lancaster, South Carolina, presented the career education movement from a positive viewpoint. Dr. Paul E. Cawein, Assistant Superintendent, District of Columbia Public Schools, then presented the career education movement from the viewpoint of its critics, pointing out the kinds of skepticism and doubt that many career educators may encounter as they move to install a career education program in a local school district.

Dr. Robert M. Worthington, Associate Commissioner, Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, provided an historical focus for project participants when he traced the "Evolution of Career Education in the United States" in the general session on Monday evening, December 18.

Informal Remarks by
Dr. Sidney P. Marland, Jr. at the
After-Dinner Session on
Sunday Evening, December 17, 1972

Most people say that career education has only been an idea for the last year or two. I would differ from that very strongly. If we look at the record--in January 1971 it was my privilege to become a spokesman for career education in Houston, Texas after I had been in office for about a month. And here we are, two years later, nearing January 1973. I think it is noteworthy that a lot of things have happened for many, many years that have dealt with the idea of career education--long before it happened to be my privilege in time and space to give it substance from the U.S. Office of Education.

We talk about the idea, the ideal, and the velocity of career education and people have sometimes been very nice to me by saying that I started it all. I'd like to make it very clear that I didn't. There was an old Jewish Rabbi who was one of the starters and he was talking about it in 1200 A.D. His name was Maimonides. This philosopher, this poet, this mathematician, this scholar counseled as follows, and I quote: "Anticipate charity by preventing poverty. Assist a downtrodden man by teaching him a trade and putting him in the way of business so that he may earn self respect and a livelihood and not be forced to the regretful alternative of holding out his hand to others."

There have been all kinds of people ever since who believed in that ideal--the ideal that is emerging today as "career education." We could talk of Ben Franklin and some of the contributions he made as a statesman and politician and philosopher and scientist. We could talk about John Dewey who has contributed much to this thought. All of these people have made their benchmarks; and their contributions are now influencing us.

And there have been others like Conant back in 1961 when he wrote Schools and Suburbs; so there's nothing new except the people--you and I and those whom we serve. The thoughtful scientists are giving credibility to this notion now. James Coleman, eminent sociologist who headed the Equal Educational Opportunity study in 1965, will have another book out in about two months and you will find him leaning heavily on the proposition that young people need to comprehend work in this society. But unlike earlier societies, there is no longer a way for them to comprehend work in their environment unless this is planned.

My remarks for the next 20 minutes or so are not going to be those of reciting to you, you of all people, what career education is or might be. I think you have probably had a chance to read the things I've written or hear the things I've said. Time and time again I have reiterated the fact that career education will never happen unless it happens because of the will, the dedication, and the commitment of people at the local and State level; and that we, in the Office of Education, would be very ill advised to produce a blueprint that says, "You should do this...This is career education." Against considerable argument, considerable debate, and considerable persuasion from some parts of the universe that we serve, we have never specifically defined this idea. We have said again and again that it must be locally defined if people are going to do it, and those of you who know teachers, know full well whereof I speak. If this idea is to work, the vast spectrum of our fraternity, from early childhood education through the graduate school, must be involved in its conception, its formulation, and its definition--site by site. We have agreed within broad parameters and broad criteria of what it might be and we are very happy to draft those broad parameters and broad criteria; but the record of educational initiative from the City of Washington is strewn with the corpses of educational ideas that have never come off because somebody thought he had the answers from headquarters. In education, there aren't any answers from headquarters. The answers are where the teachers and the children and the young people are and we will fortify, we will encourage, we will find money, we will provide research, we will provide technical assistance, and we will provide wise men and women. But, for so long as I am where I am, we will shun the hard-and-fast, bound-in-concrete blueprint that says, "This is it." The action will happen where you are. The ultimate revolution will be yours.

I'm going to spend the next few minutes tracing some quotations--very deliberately arranging this presentation in a way so that it picks up in January 1971 and eases up to where we now are. Dr. Jon Fuller, in working directly with me as a very able scholar and an assistant in many things, has given particular emphasis in his duties to tracing and facilitating the concept of career education. Jon has helped me put together a number of selections from the vast array of material coming to us since January 1971.

Let's look at Sterling McMurrin, a professor of philosophy at the State University of Utah and formerly a U.S. Commissioner of Education. McMurrin has examined this idea. He said "Further I should mention that I do not see either career education or liberal education or what for some purposes I would simply prefer to call 'education,' as in any way an exclusive province of the schools."

McMurrin brings together career education, liberal education, education in the broadest sense--just as we have been trying to do. McMurrin goes on to say: "Education is a task for the total society within which the schools serve specialized functions, particularly those relating to the achievement of knowledge and the cultivation of the intellect. To take care of the career facets of education properly will no doubt involve many agencies of society, including business and industry, which must in various ways cooperate with the schools...As the school becomes more aware of its place within the total educational process and becomes at the same time more sophisticated in the uses of the new instruments of information and communication, education will more and more follow non-traditional forms that promise to make it more relevant to the individual's total experience and more meaningful in relation to his career." These were the reactions of a philosopher.

Turn to Dale Parnell, the Superintendent of Schools in the State of Oregon. Says Dale, "If career education is to work, a basic change in our attitude must occur. We can no longer give lip service to the American ideal of the dignity and worth of each individual and of our ability to provide equal educational opportunities for each individual to develop to his fullest capacity. We must believe it, and live it, and design school programs to fit it." Dale is saying that the old literature, the old rhetoric, hasn't come off. And there is a new form that we are calling career education that must make the difference. "Essentially this must stem from the firm conviction that education is not knowledge alone. Education must include the right kinds of experiences, i.e., those experiences designed to meet the student at the point of his or her needs and enhance the potential for fulfillment in life roles."

Another kind of a person who speaks to this is an elementary school teacher, a mathematician, Dr. Lola May, Supervisor of Math in the Winnetka Public Schools. Dr. May has examined this idea from the viewpoint of an elementary/middle-school curriculum leader. She says: "But who's going to be responsible for getting career education off the ground? The teachers in the classroom, that's who. Me and you. And why not? We're the ones who always have made education work. Now again--as always--the real job depends on us. It falls to us to see that the experts' Career Education mockup really turns into an effective working model."

Here is a piece from the New Orleans Picayune last month that refers to an address by "Doc" Howe, another former U.S. Commissioner of Education and currently a Ford Foundation Vice President, "Some fear that the career education concept is so general that it runs the danger of being watered down into a mass of lip service.

The Chief State School Officers have unanimously endorsed the idea," so Mr. Howe noted, "But I really wonder if they intend to go out there and do a job. In rough translation, will school decisionmakers put their money and muscle where their mouths are?" "Doc" Howe's reservation recognized the moon-launch sized job ahead if career education is to flourish. "In spite of the fearsome number of built-in problems, there are convincing reasons for believing that career education is not a trending fad, but a powerful idea destined to root and multiply."

I was with a teacher three days ago, a member of the Executive Committee of the National Education Association. He was from Albuquerque. He was Spanish-speaking, and he was the chairman of a Foreign Language Department. He said, "Dr. Marland, your ideas about career education are destroying us in the Department of Spanish in the Albuquerque Public Schools, because people are now being drawn into career education goals and they are dropping out of my Spanish classes." I said, "Somebody doesn't understand. Somebody just doesn't understand." At a time in history when a Spanish-speaking person, of all people, needs a voice, needs a professional, needs someone to be there, to talk for him in his own language, and he says that the career education idea is destroying his Spanish Department. We could use 100,000 bilingual Spanish-speaking teachers tomorrow in the United States if we had them. And the idea of blending the humanities, the languages, the sciences in with their life work still hasn't been all put together when a fine young teacher says, "Career education is destroying my department." His department hasn't been asked to rise to the real opportunities that career education speaks to.

Let me also quote Dr. Bruce Reinhart, working as a researcher at Ohio State University: "The careers curriculum has emerged today as a response to political realities which are sustained by problems not likely to diminish. From a national perspective education has become increasingly dysfunctional. It has failed to respond to the emerging technology that has created a new relationship for a man and his work and does not satisfy the educational demands for national survival. Our present educational system contributes to the pool of the unemployed, and the underemployed. It fails to meet the needs of the Nation's minorities and has accentuated the community's concerns by its own inner strife and strained community relations. Career education is seen as a practical solution to these problems."

Keith Goldhammer, a distinguished Dean of the School of Education, Oregon State University, and now moving to Michigan State University, observes: "It is argued that career education constitutes a new vitalizing thrust in education. There are, of course, those who will favor it as just another passing fancy, and believe that if we don't pay too much attention to it, it will go away and leave us undisturbed. The evidence mounts daily that this is not the general reaction. The increasing public and legislative reaction is one of hope that a new paradigm for educational operation has finally been found, which not only provides for a basic social reform consistent with the anticipated human and financial inputs, but a relevance for youth which will help them find their social identification and secure a sense of mission and destiny as participating members of society. A challenge of this new paradigm to Schools of Education, is whether they will be capable of mounting those programs which are essential for achieving the objectives of the thrust and thereby regaining some of their old vitality--or if the movement will pass on as Schools of Education are unable adequately to respond."

Let's turn to another voice, the voice of a distinguished black educator, a man who has thought deeply about career education. Larry Davenport, Chairman of our National Advisory Council on Vocational Education, is now on the faculty at Tuskegee Institute as one of the Vice Presidents. He, as a Black, has thought very deeply--as have many other Blacks--about the implications of career education as it affects the minorities. And well they should, because this could very easily be another put-on. It could easily be perceived as another way of tracking minority young people away from the opportunities that others might have. Of course, you and I know that it is the exact oppostie of that. But that's how it sometimes is misperceived and therefore it is especially important to hear Larry. He says, "The concept of career education holds greater promise for black students to attain a good education and preparation for interesting and constructive careers than any other development in recent years, including the Civil Rights Act, Supreme Court decisions and all the other devices for improving the education for Blacks. Though these acts and court decisions have given black students 'equal opportunity', it must be recognized that the only gain has been 'equality' in a white educational system that is just as ill-suited to the needs of white students as it is to the needs of Blacks." What Larry is speaking for is a change for the whole system that is truly responsive to the needs of all students, not just a fortunate few. Of course, we want and must have more Blacks in colleges and universities. We need more black professionals and scholars in every field. That is a legitimate goal. But even in our wildest dreams, we cannot realistically expect that every black student should go to college or want to. If every institution of higher education in

the country adopted an open admissions policy tomorrow, the number of blacks who would enter still would be relatively small. We must cast aside the snobbishness--an outmoded carry-over from the white society--which said that the only desirable goal is an education that ends with a four-year college degree. That 'all-or-nothing' attitude is unrealistic and self-defeating."

What about the world of business? How does it feel? In September, 1971, about six or eight months after this idea had been in motion, the Chamber of Commerce came to the Office of Education and asked us what we were doing. They had been hearing rumbles and seeing some news releases. For the first time, I'm told, in history the Chamber of Commerce sent a personal letter to the President endorsing an individual, namely myself, in the Executive Department. But more importantly, they declared, "Mr. President, we are pleased with what seems to be a new thrust by the U.S. Office of Education to make career education a high national priority. Indeed, this actions conforms to your own Labor Day address in which you called for the return of the work ethic, etc." The National Chamber has continued to be vigorously supportive and looking for ways to help.

I had a letter from Cal Dellefield about a year ago, in which he enclosed a letter. The writer of the letter, Eldridge Reese, had recently retired as one of the West Coast's leading industrialists. Mr. Reese has discovered our career education efforts in Los Angeles and has been an active leader in reform legislation. The resolution forwarded by this gentleman resulted from an effort that he had initiated with the Los Angeles Schools. The resolution has to do with the governance of the Los Angeles County Schools. I quote: "We believe that it should be the policy of our school district to provide career education for all youth and adults of this district to the end that no school student drops out of school who is not prepared to enter the world of work, that no student graduates who does not have salable skills for productive work or preparation for a college education, and that no adult is denied an equal education opportunity to become properly employable."

Let us turn to a scholarly observer who may be viewed as a friendly critic. He says, "Career education is so uncommonly reasonable a concept that it faces the danger of being oversold. We should ask it some tough questions." And so we should. This is Donald J. McCarthy, Dean of Education, at the University of Wisconsin. Dean McCarthy says that "too long have we had a certain status assigned to vocations, moreover the public school system has institutionalized this difference by setting up separate tracks to segregate its clients. An invidious distinction between the college

preparatory, the vocational, and the general curricula has separated the 'haves' from the 'have nots'. If career education is to prepare its graduates for entrance into the job market upon graduation from high school, it's going to have to have a larger piece of the school budget. At this point the opposition will emerge in full fury and we will be told that the true purpose of education is liberating man from his limitations of ignorance, not narrow vocational preparation." And McCarthy is right. These are the critics who are arising and we must recognize them. McCarthy continues: "Teachers are not well informed about careers. Their job experiences have usually been very limited. At the minimum the present curriculum would have to be revolutionized and teachers would need massive retraining. Once the implications of this movement become clear, the suspicions of a number of groups will be aroused." And so they will.

As of yesterday evening I was with a group down at the Wage and Price Control Commission. The Executive Secretary of the Social Studies Association, an NEA affiliate, was there. He has been working with our encouragement at the Price Commission to get out some material on inflation. The Executive Secretary said, "My goodness, Dr. Marland, you should know of the hate mail that we are getting on this whole business of career education." I said, "Tell me about it." He said, "The social studies teachers are really getting up in arms. They are adopting resolutions all over the United States--State by State!" And I said, "Gee, that's the best news I've had in a long time. Nothing better could happen. Because we finally found that they are listening to us." And you know for two years, my friends, it has been too quiet out there, with all the people saying it was great and all the spirit of affirmation. There was little debate, and nothing good happens like this without debate.

Well, if the social studies teachers are getting worried about this, that's wonderful, because they ought to come into the debate and they ought to have their part in it. And let the idea stand on its merit among reasonable and intelligent people. When they understand it, when they see that perhaps for the first time a youngster feels truly motivated to learn, feels that he does control his own learning, his own destiny, then they will know what we are talking about.

Here's from the Wall Street Journal, last fall. "The drift away from career orientation in education at the college level as well as the high school level may well be partly responsible for some of the confusion and frustration that afflict many young people. To introduce stronger encouragement to think in career terms at a younger age may well help to restore a sense

of purpose among young people who now lack such a sense. But perhaps most important is the possibility that the introduction of career orientation in secondary education will remove some of the damaging stigma that attaches to the pursuit of careers that do not involve college training. There can be little doubt that this stigma has caused too many students to drift aimlessly into college when they could have been spending their time more usefully training for other pursuits. In other words, the present system is highly inefficient if we are to assume that one role of education is to prepare people for a useful role in the economy as well as the responsible role as citizens. To fill that role, some educators will have to adopt some new attitudes toward their tasks. There will be some considerable expense in developing the curriculum, teachers and laboratories for this purpose. Even so, if the fruits of such an effort will be to improve the skill level and productivity of the economy and to create greater job satisfaction for a wider number of people and to remove some class and status considerations that have attached themselves to work, the efforts will have been well worth making."

A letter from the American Personnel and Guidance Association, speaking of counselors, from their President, Bill Cash, as a followup to our conversation at the Pennsylvania APGA Conference, "I want to say again that the career education and career development programs have the complete support of the association (APGA), and we are ready to employ our knowledge, concepts and expertise to ensure that the program is a success."

Here is a letter from the United Federation of Teachers, from their Vice-President for New York City Local #2, the largest in the world. Morris Shapiro says, "We are not advocating less emphasis on academic training and liberal education; therefore, a longer school day for all high school students is needed to enable them to obtain both an occupational skill and the requirements for entry into college. We aim to make available to at least 70% of NYC's students a salable skill before they leave high school. In other words, as advocated by Commissioner Marland, we wish to eliminate the general course program altogether and prepare our youth for either the world of work or entry into college."

A study was done about a year and a half ago to assess the attitudes of parents, children, and teachers in the several sites where we now have the school-based model going. The attitudes clearly came out affirmatively for what has been happening in those communities. Instruments were developed and administered in each local district, where random samples of pupils in grades 4-6, 7-12 and their parents were surveyed. In addition, all staff members were surveyed. The actual number who responded totaled

3,745 pupils in grades 4-6; 3,275 in 7-12; 4,240 parents and 3,288 teachers. The results broadly stated are that 84% of the staff members who responded applauded the program. It is significant that only 8% of those people were in the traditional vocational areas. They were asked "Do you agree that courses in your subject area or grade would be more meaningful or relevant if focused around a career concept?". And this is where it has been happening, not where they have just been talking about it. Among those young people--60% of whom indicated that they had been in a general curriculum, 25% in a college preparatory, and 7% in vocational education up until this time--77% said that they immediately wanted to enter the career education program.

The NY Times had a somewhat "gray" editorial about us, not long ago. I won't read it all, but it does say--and you've heard this before and you've debated it in your schools, in your classrooms, in your legislatures--"It is disconcerting to find official policy expressed in simplistic terms..." My editorial comment is that if there is anything that is not simplistic, it is the career education idea. To repeat, "It is disconcerting to find official policy expressed in simplistic terms by assigning top priority to career education from first grade upward because it may destroy the schools' broader and deeper purposes. So narrow and materialistic an approach conjures up the dangers of putting children in vocational slots at an early age. This could easily lead to the categorizing of youngsters not according to interests and capacities but according to social background instead; and almost inescapably, by class and race."

From the Wilmington paper, the Delaware Star, we find another editorial. This one was written by Lloyd G. Casson, the respected black minister who heads Wilmington's Board of Education and who has become an enthusiast for career education. He suspected at first that it was a farce--that it was designed to sidetrack youngsters into low level occupations. Now he sees that it is actually open to all youngsters, that it opens their minds to their abilities, and it encourages them in every direction--including college.

I will close with this quotation from the Christian Science Monitor, last summer:

"The U.S. Commissioner of Education has named the development of career education for the nation's schools as the number one priority. Supporters of this new concept are optimistic, yet they see danger. 'This new thrust can be the first major breakthrough in American education,' Dr. Grant Venn told this newspaper, but he cautioned, 'I am hoping that aspirations do not now exceed

what is possible to do in the immediate future. I fear that too many people could now see it as a panacea for all our ailments, which of course, it cannot be, and make this a bandwagon rather than a true foundation building toward a renewal and major change in American education. The bandwagon is a clear and present danger. There is already so much push behind career education at State and local levels that administrators may be tempted to move too fast. The pressure for results in schools these days is so great. So are the demands on school men's time. The results could be a search for short cuts to get things going for a program that has not been properly planned and for which teachers have not been adequately prepared.'" Dr. Venn, whom many of you know, is a former Associate Commissioner with the U.S. Office of Education and now is associated with Georgia State University.

The article continues: "'Without a thorough grounding of solid support, teachers get tired of new ideas,' remarked Dr. Byrl Shoemaker, Ohio State Director of Vocational Education. 'They rationalize and go back to the old way, the way they always taught.'" And finally the Monitor says, "Some good ideas have lost out in the past, when hurried, unsuccessful because they didn't get a fair trial and the concept was labeled a failure." We want to see education and career education, more particularly, avoid that fate.

Question and Answer Period

Dr. Marland's informal remarks were followed by a question and answer period, during which Dr. Marland answered a number of questions asked by members of the audience. The highlights of the question and answer period are summarized below.

Q. What is career education doing for women, that is, getting them out of the stereotyped roles, etc.?

A. I think that all of us here must take very seriously the charge that conventionally, with or without intent, our system of vocational and technical education has segregated people according to stereotypes. I hope that doesn't happen in career education, and that all parts of career education are open to all people. I would add that a film that we put out was criticized seriously by some thoughtful women, as being a continuation of the stereotype. We examined it. Careful people in our office, including the Women's Action Program, examined it. And they agreed that it did stereotype women in subordinate roles and the film was withdrawn. The film

has been taken back and is now being redone and it will be put back in place by the middle of January or thereabouts. But the film merely gives you an instrument to convey the idea. I say to all here--career education is an opportunity now to correct the longstanding impression of young women coming through the educational system as to the nature of the roles to which they are customarily assigned.

Q. We've heard a lot about the work ethic. What do you think it means and how does it fit with career education?

A. I don't pretend to be a philosopher. I will say that some of the materials from which I have quoted include work by Garth Mangum, a distinguished economist at the University of Utah, which will be published in about 3 or 4 months, and he will deal with that. I will extemporize on it because I have read his material and I have my own feelings about it even though I don't pretend to understand the total meaning of the work ethic.

There are those who say that the original ideas of the founding fathers were that they had found work good and desirable as a discipline upon the human being for his own fate. It is right and good today. There are those today who question whether or not the work ethic is any longer valid in a society where much work is performed by machines or whether work in a future time may be the proper aspiration as a human goal. I don't take sides on it because I'm not smart enough to. But I will say that career education should not be an issue within that context. And I'll turn to those who say that work for economic gain is not their goal. And there are many young people today who are saying to themselves--for whatever reason--"I don't care about going to work for IBM, I don't want to make a lot of money, I don't want to get into the 'rat race' of economic gain." And some of them believe that very deeply. And you say to them, "What do you want to do?" and their answer is, "I want to serve mankind." I have to say "How? Are you going to sit on a curbstone and converse?" If you want to serve mankind, it is just as important that you possess a skill and develop a talent for work, useful work, not necessarily for economic gain if that is how you feel; but there are young people who are needed by the thousands in Latin America to help sick people, starving people, to help people in their economy, to build bridges. And thousands of young people are needed in other developing countries all over the world. There are thousands of competent, bright young people needed on the Indian reservations in America, this minute! So I don't get

worried about the shifting work ethic as being a divorcement from career education. I think it was Whitehead who said, "If education is not useful, it is not education--" and I would add to that, "work ethic notwithstanding!"

Q. I am in an area vocational school where I am conscious of some of the thrusts from the Department of Labor and from the Office of Education, particularly in career education. Do you get together in Washington?

A. Not nearly enough. I think there is a great need for increased articulation across departments, not only with Labor, but with HUD, OEO, with Agriculture, and with Defense, as all are engaged in one way or another in career education. The Department of Labor, incidentally, is very supportive of career education.

Q. The higher up you go in the academic order of things, the more snobbery you encounter on the theme of career education. What do you do about that?

A. I think this has been true and probably still is to a large degree. I would also say that there is a considerable willingness emerging to hear us. I've had occasions to be with college presidents to talk about the problem. Suprisingly, they are sympathetic to the idea, at least in believing that there is something out there, something that they must reach for in order to realize change. I met with the Deans of the Colleges of Liberal Arts about three weeks ago on the same subject. The majority of you who are engaged in the elementary and secondary side of this are going to encounter consistently the line that says "well, what's next in higher education?" Arrangements can be made to give you copies of the two speeches I've given recently that are addressed to higher education. I believe that these will explain how I think the higher education community is now beginning to perceive career education.

Q. Explain what you refer to as a "salable skill."

A. The term "salable skill" came into usage through the vocational education program and a salable skill meant, in short, that a youngster was ready to enter the job market as a qualified performer. I think that it is a term that may have outlived its usefulness. I think that we should try not to get into stereotyped and possibly telegraphic terms that may be disparaging because career education deals with the total range of occupational entry. An occupational entry is more

meaningful, more dignified and more respectful of the individual and his own differences than a salable skill which might sound a little bit as though we were exploiting a young person for the reason of economics.

Q. Can you give us any type of time line in terms of the Ohio Center's release of materials that they have been collecting and developing at the six national model sites so they can be turned over to the States?

A. I think it is probably a year or more off. The materials are being validated and tested now. I think it would be premature to dump them on the market and say these are the finished product. This may be a topic that you want to debate during the next day or two while you are here. Let us not underestimate the tremendous importance of R&D as a necessary labor that the National Institute of Education, NIE, is going to go through before this product can be disseminated. In 1965 Congress passed the Elementary and Secondary Education Act, and we began to pour out great rhetoric, great laws, and in the interim about $10 billion without the foggiest idea of what to do with it, except for the rhetoric. We mustn't make that mistake again. NIE is charged with turning rhetoric into research and validated programs that can be useful. Their premature delivery--overexpecting and overpromising--will put us right back into the same old game and there's no time to risk that again.

Q. But don't you think that after 3 or 4 years'experience with the Part C and D programs funded under the Vocational Education Amendments of 1968, the States have found out some things that could be utilized to move career education into its own and get it out of the research mode? Let the States write their own plans as they do under Part B for Federally-supported vocational education programs.

A. I think that's going on to a substantial extent. I think it began when we put the Part C research money into the States a year ago September to reinforce the very thing you are saying and to provide States with their own resources for model development of their own uniqueness. I hold that career education in Vermont might be quite different from what it is in New Mexico, and for good reason. And this is happening right now with funding that we are able to get for it.

SMALL INTEREST GROUPS

Interspersed with the general sessions on the conference agenda were 16 small interest groups running concurrently. During the two-day conference period, a single participant could select a maximum of 5 small interest groups which represented his greatest need for information or in which he felt he could make the greatest contribution to others. The groups were designed for a participant level of approximately 12 to 15 persons in each rotation.

Prior to the conference, resource persons were designated and asked to assume a position of leadership within each interest group. Resource persons were selected based on the best knowledge of USOE staff as to areas of project strength. The master schedule of interest groups is reproduced on the following pages, together with suggested topics for interest group attention.

MASTER SCHEDULE OF INTEREST GROUPS
(Resource Persons Indicated for Each Session)

Group	Monday 10:15-11:55	Monday 1:15-2:45	Monday 3:00-5:00	Tuesday 10:15-12:00	Tuesday 1:30-2:45
1. Elementary Career Education	Dick Bannigan-NY Joel Smith-GA	G.Burgess-WY James Medved-CT George Pilant-WA	Bob Rochow-MI L.Deazey-TX	L.McNutt-VT N.Pinson-MD	J. English-DL G. Burgess-WY
2. Junior High Career Exploration	B.Etheridge-DC Mebane-MD	F.Dolittle-AL J.Bishop-AL J.Pardini-PA	O.LaFerte-RI J.Jenkins-KY M.Perry-KY	D.Bannigan-NY Sharpe-GA	E.Winters-IA J.Medved-CT
3. Senior High Career Preparation	J. Bishop-AL P. Cawein-DC	O.LaFerte-RI D.Holden-SC J.Harlan-SC P.Cawein-DC	R.Olive-TX B.J.Stamps-TX	B.J.Stamps-TX	C.McCloud-MA Dittenhafer-PA
4. Career Devel. Guidance and Counseling	M. Smith-FL S. Dulberg-CT	C.Bingner-WI D.Sharpe-GA	J.Wilson-MD M. Ciavarella-PA	K.Hoyt-MD S.Dulberg-CT	B.Rochow-MI W.Kascow-NJ
5. Placement and Follow-Through	R. Gonzales-NM L. Buckingham-MD	R. Olive-TX	R. Gonzales-NM L. Buckingham-MD	D. Holden-SC R. Olive-TX	J. Pardini-PA
6. Post-Secondary and Continuing Education	F. Manley-NC Waters-NC	L. Trout-NV	V. Redding-CA	Carlson-SD Iverson-SD	Waters-NC F. Marley-NC
7. Inservice Training	N. Pinson-MD	L. Keller-CO J. Jenkins-KY Percy-KY	Sourifman-NJ D. Bannigan-NY	B. Clark-MN J. Smith-GA	Rask-KS Blattenslag-MI T. Friel-MI
8. Evaluation	B. Morgan-NC B. Barnes-CO	J. Stenner-IDEA (Special Session)	Ploughman-MI T. Friel-MI W. Mietus-MD	Sandifer-WY D. Dunham-OR	J. Scheer-ND A. Lee-OR

MASTER SCHEDULE OF INTEREST GROUPS
(Resource Persons Indicated for Each Session)

Group	Monday 10:15-11:55	Monday 1:15-2:45	Monday 3:00-5:00	Tuesday 10:15-12:00	Tuesday 1:30-2:45
9. Community Relations (Business, Industry)	D. Holden-SC C. Barber-MO	J. Michel-AZ V. Redding-CA	VanKoughnett-MI Sappington-CA	V. Redding-CA C. McCloud-MA	Sappington-CA
10. Relationships with Total Educational Community	G. Burgess-WY D. Holden-SC	W. Rawson-KS Weisenberger-ND	Weisenberger-ND	J. Harlan-SC A. Lee-OR	H. Holstein-WV
11. Implementing Career Ed in an Urban Area	VanKoughnett-MI	B. Carruthers-KS	W. Sims-OH R. Balthaser-OH	M. Price-WA G. Pilant-WA	Dumetz-IL Washburn-IL
12. Implementing Career Ed in a Rural Area	Perry-KY Jenkins-KY	H. Holstein-WV J. Jarmer-KS	L.McNutt-VT F.Merrill-ID	K. Morris-MS W. Wheatley-VA	G. Smith-WV J. Dasher-AK
13. Resource Materials Center	J. Hugueley-TN Smith-TN Dittenhafer-PA	Sourifman-NJ B. Mann-TX	C. Bingner-WI D. Dunham-OR	H. Holstein-WV M. Belcher-TX	B. Mann-TX B. Novick-NJ
14. CE Programs for Disadvantaged and Handicapped	K. Eaddy-FL L. Dumetz-IL Young-LA	M. Price-WA S. Rotman-MA R. Rangel-CO	W. Wheatley-VA Nelsen-UT S. Rotman-MA	F. Doolittle-AL J. Bishop-AL VanKoughnett-MI	N. Pinson-MD C. Mebane-MD C. Easton-MA
15. Strategies for Continuing Programs after Fed. Funds	L. Trout-NV	K. Eaddy-FL	Carlson-SD	Dittenhafer-PA	Iverson-SD
16. Home/Family Relationship to Career Education	R. Rangel-CO	W. Korizek-MT Bauer-MT	K. Hoyt-MD	A. Lee-OR	VanKoughnett-MI

Suggested Discussion Topics for Small Interest Groups

1. Elementary Career Education Programs — Location: Federal Room

   Suggested Discussion Topics:
   - The Role of Guidance and Counseling within the Curriculum
   - Experiences external to the classroom atmosphere
   - Hands-on classroom activities
   - Elementary Curriculum Integration

2. Junior High Career Exploration — Location: Meadow Room

   Suggested Discussion Topics:
   - Laboratory Centered Exploratory experiences
   - Curriculum (include infusion into or integration of other subject matter areas)
   - Experiences external to the formal school atmosphere
   - Role of Guidance and Counseling within the curriculum

3. Senior High Career Preparation — Location: Studio

   Suggested Discussion Topics:
   - Career preparation programs for all youngsters
   - Preparation experiences external to formal school atmosphere
   - Academic curriculum revisions to infuse career exploration and/or career preparation
   - Potential of integrated academic and career preparation curriculum
   - Role of Guidance and Counseling within the curriculum

4. Career Development Guidance and Counseling — Location: Granary Room

   Suggested Discussion Topics:
   - Individual Career Guidance and Counseling
   - Group Career Guidance and Counseling
   - Testing
   - Relationships to Curriculum (Leadership responsibility for attention to affective concerns in curriculum development for career education)
   - Relationship between Career Education and the Maximization of Human Potential (Total Human Resource Development) and Personal Growth Groups and Seminars

5. Placement and Follow-Through — Location: Livery Room

   Suggested Discussion Topics:
   - Centralized placement service in Urban areas -- pros and cons

- Relationship with Employment Security Agencies, Youth Opportunity programs, private employment agencies
- Placement Service for Outmigration -- pros and cons
- Utilization of paraprofessionals
- Data Analysis on Follow-Through Results with Implications for curriculum and instructional system revisions
- Placement for part-time work experience and cooperative education
- Placement in Full-time Jobs
- Placement in Further Education

6. Post-Secondary and Continuing Education — Location: Hitching Post

Suggested Discussion Topics:
- Career Preparation Programs
- Preparation experiences outside Formal School setting
- Articulation of programs with secondary level and with 4-year College Programs
- Potential of Integrated Academic and Career Preparation Programs

7. Inservice Training — Location: Forge Room

Suggested Discussion Topics:
- Readiness for the acceptance of career education concepts
- Inservice Training at elementary level, junior high level, senior high level
- Role of Guidance and Counseling personnel in Inservice Training
- Role of the Vocational Educator in Inservice Training
- Role of value clarification techniques in inservice training
- Drafted participation vs. volunteer participation in initial stages
- Sub-contracts with Universities for inservice training vs. subcontracts with individual consultants
- Improving the relationship between Inservice Training and Teacher preparation programs

8. Evaluation — Location: South Room

Suggested Discussion Topics:
- Student outcome data
- Process evaluation
- Unanticipated results
- New concept of information-based evaluation
- Research design
- Instrumentation
- Data analysis designed to yield results for curriculum planners

9. Community Relations (Business, Industry, Professions) - Location West Room

Suggested Discussion Topics:
- Elementary and Junior High - Resource people in classrooms, field trips, resources for classroom activities
- Part-time work experience and Cooperative Education programs
- Contracting for Career Preparation
- Placement Coordination
- Participation in Curriculum Development

10. Relationships with Total Educational Community - Location Blue Room

Suggested Discussion Topics:
- Improving the academic communities' receptivity to career education concepts
- Relationships with school administrators (including local school boards, superintendents' staffs, supervisors in various subject areas, and guidance and counseling supervisory staff.)
- Adequate attention to professional areas of employment in curriculum development
- Use of Business, Industry, and Professional persons outside of Education in working with the academic community

11. Implementing Career Education in an Urban Area - Location Board Room

Suggested Discussion Topics:
- Problem Areas
- Strengths of urban areas for Career Education
- Parental involvement
- Involvement of business, industry, and professions
- Inservice Training
- Laboratories and Facilities
- Promising implementation strategies for Urban Areas

12. Implementing Career Education in a Rural Area - Location The Lodge (lower level)

Suggested Discussion Topics:
- Problem Areas
- Strengths of rural areas for Career Education
- Parental involvement
- Involvement of business, industry, and professions
- Inservice Training
- Laboratories and Facilities
- Promising implementation strategies for rural areas

13. Resource Materials Center - Location

Tack Room

Suggested Discussion Topics:

- Materials Review
- Identification of appropriate grade level
- Sex-role, Racial, and Occupational Stereotyping
- Materials development (films, tapes, slides, ETV, activity kits, tool carts, etc.)
- Utilization of Career Resource Centers in Career Education Implementation

14. Special Services within a Career Education Program for the Disadvantaged and Handicapped - Location

The Lodge (Upper Level)

Suggested Discussion Topics:

- Separate programs for the disadvantaged and/or handicapped -- pros and cons
- Building Career Education programs that are comprehensive and flexible enough to accommodate the disadvantaged and handicapped, where possible
- Successful strategies for the disadvantaged and handicapped

15. Strategies for Continuing Programs after Federal Funding Ceases - Location

Lake Cottage Board Room

Suggested Discussion Topics:

- Gaining visibility and support in the public arena
- Gaining visibility and support in the political arena
- Inservice Training as a strategy for continuation
- Curriculum revision as a strategy for continuation
- Gaining visibility and support in the business, industrial, and professional communities.

16. Home/Family Relationships to Career Education - Location

Carriage House Lobby

Suggested Discussion Topics:

- Involving parents in the career development processes of their youngsters
- Promoting freedom of choice on the part of youngsters in their career decisions
- Enlightening parents to careers not requiring a college degree but with excellent upward mobility options

Special Interest Group Session on Evaluation

During one small interest group session on evaluation, arrangements were made for a special presentation by A. Jackson Stenner of the Institute for Development of Educational Auditing on a new concept in evaluation decisionmaking being called "information based evaluation." The concept appeared to hold promise for being useful to many of the Part C and Part D project directors and third-party evaluators. An announcement was made concerning this presentation in a general session of the conference. As a result, a majority of the conference participants elected to join the group, raising the attendance level to what approached another general session. Dr. Stenner's presentation is reproduced on the following pages.

INFORMATION BASED EVALUATION FOR CAREER EDUCATION

A. Jackson Stenner

Prepared for:

Career Education

Coordinating Conference At Arlie House

December 17-19 1972

INSTITUTE FOR DEVELOPMENT OF EDUCATIONAL AUDITING
1121 Arlington Boulevard, Suite 57
Arlington, Virginia 22209

Information Based Evaluation for Career Education

Educational evaluation and research have been primary contributors to the vast quantities of data and the paucity of information which characterizes the bankrupt data banks serving educational policy makers.

The concept of information utility is the overriding characteristic that differentiates "good" evaluation from "poor" evaluation and differentiates data collection from information gathering. Judged by even modest standards of utility educational research and evaluation has a pitifully poor record and the unfortunate educational manager or policy maker operating within this void must sift through mountains of data for those kernels of desired information.

In the social sciences in general, and in education in particular, the mechanisms do not exist for supplying information to those that need it. The traditional evaluation mechanism has not added much to the meager research contribution. Theoretically, evaluation should be a suitable mechanism but it has suffered from growing pains and an obsession to clearly separate itself from the research model. The Information Based Education (IBE) model, hopefully, suffers from no such obsessions, except perhaps that of adhering strictly to the concept of utility.

One contributing factor to the inadequacy of present day evaluations has been the relationship between evaluation and the performance objectives movement. The symbiotic growth these two concepts have enjoyed has served to reduce the full potential of educational evaluation. The crucial role performance objectives play in program management are obvious; however, the question arises as to what place objectives should have in evaluation. The Information Based Evaluation approach views program objectives as a focus of evaluation activity, but by no means the focus. More traditional approaches to evaluation have used performance objectives as the foundation for the planning and execution of evaluation activities. This procedure is considered inadequate for several reasons:

1. Basing evaluation on performance objectives restricts the focus of evaluation to intended outcomes, thus overlooking unintended outcomes which are potentially just as important.

2. Performance objectives provide a very inflexible basis for evaluation in that they are seldom changed during the program year, and thus information needs (which are fluid) cannot be adequately addressed.

3. Even if information on the attainment of all performance objectives is provided, important information is invariably ignored because objectives are not developed with information needs in mind, but rather are developed as guideposts for program management.

4. Objectives based evaluations often view each objective as a unique area of focus and thus important relationships (one objective's attainment related to another objective) are often overlooked.

In summary, performance objectives are an essential ingredient in an educational program, but are inadequate as a foundation for a comprehensive evaluation. To some readers, this position may seem to be rather heretical; however, to convince himself of the inadequacy of objectives as a foundation for evaluation, the reader need only review a sampling of state and federally funded program evaluation reports.

If program objectives are inadequate as a foundation for evaluation, what are the alternatives, how do we define the parameters of evaluation, i.e., what are the reference points? In objectives based evaluation, the reference points are the program objectives. In information based evaluation, the reference points become the information users for the program and the information domains (needs). Capitalizing on these two reference points, a technique called domain analysis can be used to define and focus the direction of the evaluation (SEE Activity 2).

Information based evaluation should not be considered as "objective free" evaluation. Information based evaluation recognizes the importance of program objectives, but only to the extent to which feedback on the objectives is considered important to information users. The overriding consideration is the type of questions about which relevant individuals desire answers. Priorities are established in both the information domain category (e.g., student cognitive growth) and the information user category (e.g., local superintendent) and the evaluation resources are expended to meet these identified priorities. An additional check on the adequacy of evaluation information is the extent to which the information leads to action. If no relationship exists between information and action, then the adequacy and/or quality of the evaluation effort is in doubt.

In polling the various information users, the evaluation team can often develop evaluation questions that relate to "unintended outcomes" or "shadow benefits." These questions occur because all information users are probably not supportive of the program procedures and/or objectives; thus, their information needs will highlight aspects of the program that would not receive attention in an objectives based evaluation effort. Program developers and program staff generally have

a highly developed commitment for the program and are myopic in viewing the outcomes of the program. The possibility that the program may cause some negative side effects is very difficult for them to comprehend, let alone accept. However, individuals or factions that have been against the program from the start are generally more than capable and willing to identify potential weaknesses and unintended outcomes. Therefore, in serving each information user, the evaluation team can gain a balanced view of the program.

Information based evaluation accepts the fact that information needs are fluid, and new questions are posed throughout the program cycle.

The methodology and technology exists to improve the quality of educational evaluations considerably. It is not, as generally supposed, that the methodological inadequacies are the basis for poor evaluations, but the fact that the foundations of most evaluations are a set of performance objectives which usually bear a slight resemblance to the information needs of relevant information users.

The flow chart presented in Figure 1 provides a logical step-by-step procedure for building a comprehensive evaluation design. Each step or activity in the flow chart results in a product which becomes the foundation for subsequent evaluation activities. The final product of these activities is a blueprint or plan for conducting the evaluation. This plan is generally presented in the form of a design document or section of a proposal, and the product of each activity in the flow chart becomes a chapter in the final plan.

Each cell in the flow chart is a definable activity with a unique product; none of the activities can be sustained without reliance on other activities, and few of the products have meaning except in relation to other products. As an example, suppose the following evaluation question is posed: "Do students with exposure to the career education program do better on an occupational awareness instrument than a group of like students with no such exposure?" This evaluation question becomes the basis for all subsequent activities in the flow chart. A relevant data base is established; appropriate instruments are selected; the proper analysis technique is identified; specific data collection procedures are established; and so on through the rest of the flow chart activities.

To illustrate the interdependence of activities, consider the fact that the analysis technique can not be selected until the evaluation question has been formulated and the data base elements have been established. The flow of activities is straightforward; however, an understanding of the interrelatedness of the activities is crucial to using the design procedure effectively. It is important,

also, to realize that the procedure is iterative, that decisions made in later activities may require the modification of decisions made earlier (see Book I in the IBE Series for a more complete overview of Information Based Evaluation).*

The following pages present an example which illustrates the products of the first four activities in the Design Procedure. As mentioned, these activities, especially two and four, require considerable creativity and interaction between information users and the evaluation team. The example represents a hypothetical case; however, the products are similar to those that would be generated on a project of this type.

A brief program description, a prioritized Domain Analysis Matrix and a brief list of evaluation questions are provided. These examples are offered as illustrations of the IBE approach in the career education program area; however, both the priority information domains and the evaluation questions are illustrative only and no attempt should be made to superimpose these examples on similar operational programs. The benefits of the IBE approach are derived as much from the process of working through the Design Procedure as they are from the products of this procedure.

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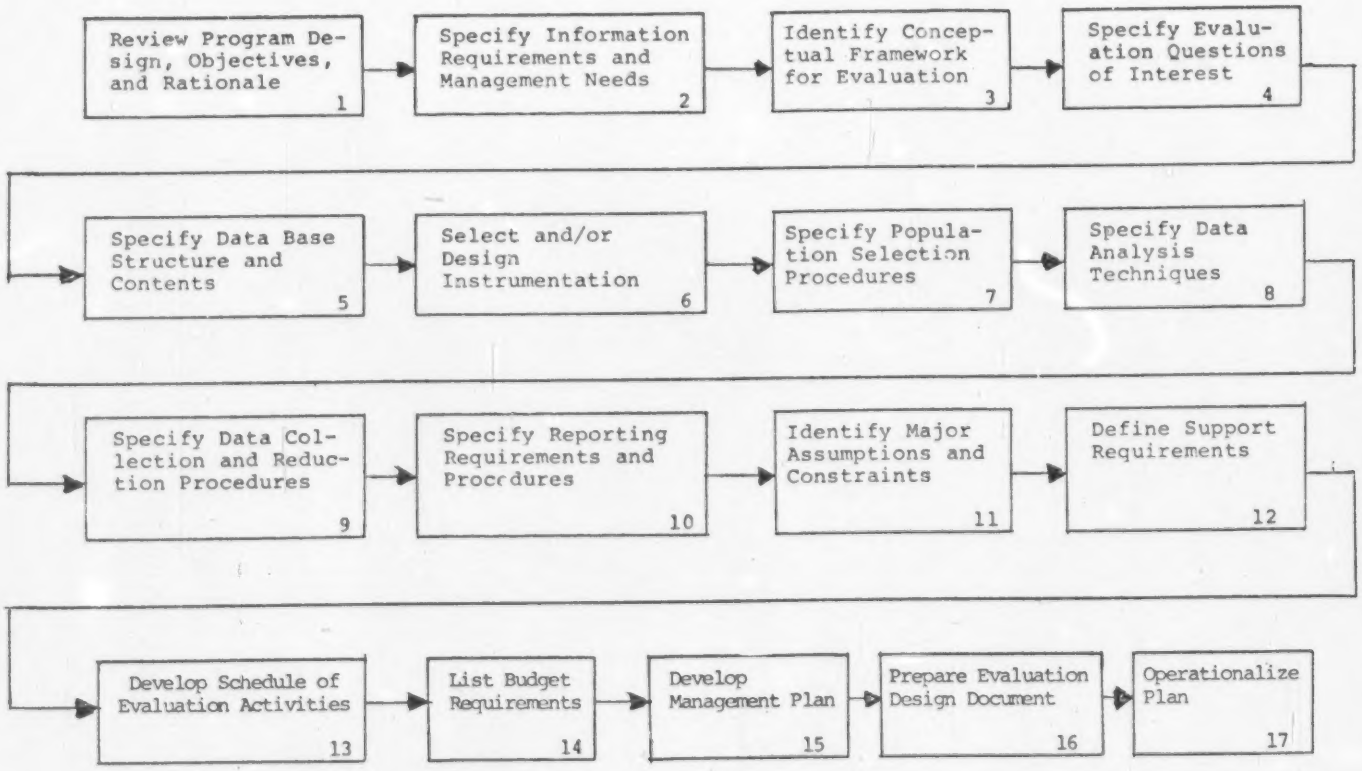
* An Overview of Information Based Evaluation: A Design Procedure, A. Jackson Stenner, Arlington, Virginia, 1972.

FLOW CHART FOR DEVELOPING AN EVALUATION DESIGN


Review Program Design, Objectives, and Rationale 1
Specify Information Requirements and Management Needs 2
Identify Conceptual Framework for Evaluation 3
Specify Evaluation Questions of Interest 4
Specify Data Base Structure and Contents 5
Select and/or Design Instrumentation 6
Specify Population Selection Procedures 7
Specify Data Analysis Techniques 8
Specify Data Collection and Reduction Procedures 9
Specify Reporting Requirements and Procedures 10
Identify Major Assumptions and Constraints 11
Define Support Requirements 12
Develop Schedule of Evaluation Activities 13
List Budget Requirements 14
Develop Management Plan 15
Prepare Evaluation Design Document 16
Operationalize Plan 17

F I G U R E 1

Illustration I: A CAREER EDUCATION PROJECT

Project Summary

The career education program in its third operational year, is divided into two segments, K-6 and 7-12. There is 50 percent participation in the elementary grades and 50 percent in the junior and senior high grades. Twenty-eight percent of the 7-12 segment are involved in programs for useful or gainful employment.

The main objectives of the program are: to develop positive self-concept and need achievement behavior; to offer students orientation to the world of work in the K-6 segment; to teach 7-12 students marketable skills through the use of specially trained school personnel and local business and industry personnel.

Particular to the program is the use of occupational travelogues through instructional television facilities, and the area vocational center which provide specific job training.

A gradual change in curriculum is only now beginning. Vocational exploration programs are being integrated into the standard academic curriculum.

Supportive services offered in the K-6 section are guidance and counseling. In addition to these services, the 7-12 group has the assistance of vocational teachers in job placement and follow-up.

Inservice training for administration and teachers is provided by Vocational Resource Guidance Counselors and school staff meetings. Also provided are workshops for guidance counselors and librarians.

Community resources are being utilized and brought into the planning of the program through advisory committees. Most of the vocational teachers in the program are from local industry and business and thus maintain favorable industrial and business relationships.

Career education is offered in the following areas: Cooperative Education programs; work experience; business education programs; and area vocational centers offering specialized programs. Training available at the vocational centers include automotive body repair and mechanics, child care and guidance, cosmetology, drafting, electronics, food management, machine trades, masonry, radio-TV repair, interior decorating and fashion design.

Cooperative teacher coordinators place their students in jobs as part of the program. Vocational teachers and counselors work with vocational students in placement and follow-up. High School counselors make students aware of post high school vocational opportunities available in adult education and college level programs.

SELECTED EVALUATION QUESTIONS: Illustration 1

Analysis of the prioritized Domain Analysis Matrix indicates that outcome information is a crucial concern of the priority information users. Surprisingly the priority users are primarily "within district" individuals. This is particularly interesting because this is the third year of the program and the last year of federal funding. However, the emphasis on the School Board and Superintendent as priority users, as well as the emphasis or outcome information reflects the decision which must be made to either discontinue the project or continue it with local funds.

The matrix contains two "irregularities." The reader will recall that the term irregularity is used to describe the situation in which the top three or four information users agree that a particular domain is important or essential but the marginal total for that domain is not consistent with this emphasis. The top three users give "teachers attitudes" and "community acceptance" a consistent essential rating and thus the evaluation team and design conference participants will need to reconcile this irregularity.

Following are several evaluation questions which are illustrative of those that a design conference might develop. Please note the mix of question types.

1. What percentage of project graduates are placed in a career preparation related occupation and what is the employment status of these students after one year? Two years? Three years?

2. Are the career offerings consistent with the employment requirements throughout the area and the State?

3. Are the elementary students that participate in the project more aware of career opportunities and the world of work than are non-participating students?

4. What are the projected five year costs to the local school board of continuing the project at the present level of effort? At a moderately reduced level of effort?

5. What are the attitudes of local business and trade associations toward the project?

6. What types of students are most easily placed and what types are least easily placed?

7. What changes have occurred in the way the district elementary teachers view career education and its role in elementary school education?

Worksheet for Expanding Evaluation Questions

Evaluation Question	Required Data Elements	Instruments/Dates Administered	Sampling Plan	Data Analysis Technique	Report Date(s)	Support Requirements
(1) Are the elementary students that participate in the project more aware of career opportunities and the world of work than are non-participating students?	Project students code Non project students code Awareness of career education	Student Demographic data sheet (February) Occupational Awareness Inventory (May)	Total Project population and 400 non-project students	ANOVA	Final Report August	Duplication of instruments - Teachers will administer both instruments - Key punching - Computer Time
(2) What changes have occurred in the way the district elementary teachers view career education and its role in elementary school education?	Teacher code Pre - Post teacher attitude and knowledge	Teacher Demographic sheet (February) Pre - Teacher Attitudes toward career Education Inventory (September) Post - Teacher Attitudes toward career Education Inventory (May)	All teachers	Chi-square	Final Report August	Same as above

DOMAINS	Project Staff	Project Director	Super-intendent	School Board	Local Chamber of Commerce	Trade Unions	City Planning Commission	Employment Security Office	Vocational Education Division	Legislature Education Committee	SEA	U.S.O.E.	Marginal Total
Elementary Students Self Concepts	4	3	3	3	2	1	1	1	2	2	3	3	28
Student Knowledge of career opportunities	4	4	4	4	3	3	3	2	3	3	3	3	39
Guidance and Counseling	3	3	2	2	1	2	2	2	3	2	2	2	26
Teachers Attitudes Toward Project	3	4	4	4	2	1	1	1	2	1	2	2	27
Job Placement	4	4	4	4	4	4	3	3	3	3	3	3	42
Attitudes of local business and trade	2	3	3	3	4	4	4	4	3	2	2	2	36
Program costs	1	3	4	4	3	3	3	2	3	3	3	4	36
Applicability of career offerings	3	4	3	4	4	4	4	4	3	3	3	3	42
Adequacy of Elementary Instructional Process	3	3	2	2	1	1	1	1	1	1	2	2	20
Community Acceptance	3	4	4	4	3	2	2	2	3	2	2	3	34
Student Attitudes toward Project	3	3	2	2	2	2	2	3	3	1	2	3	28
Longitudinal follow-up	2	4	4	4	4	4	4	4	4	3	3	3	43
Facilities	2	3	3	4	2	2	3	2	4	2	3	2	32
Marginal TOTALS	37	45	42	44	35	33	33	31	37	28	33	35	

4 = Essential Information
3 = Important Information
2 = Marginal Information
1 = Questionable Utility

Figure
Completed Domain Analysis Matrix
For the Career Development Program

Interest Group on Resource Materials Center

Another of the small interest groups worthy of some discussion was the interest group designated as a "Resource Materials Center." This room was used for the display of outstanding instructional materials, curriculum guides, and inservice guides, as well as evaluation plans, instruments and reports which had been produced within the career education projects. The room was equipped with an overhead projector and a film projector so that participants could review audio visual materials as appropriate.

Prior arrangements had been made with the Ohio State University Center for Vocational and Technical Education to accept these materials at the end of the conference for possible processing and entry into the ERIC system. Items so selected were to be indexed and announced in the periodic issues of "Research in Education" and/or "Abstracts of Instructional Materials (AIM)." A subsequent check with Dr. A. B. Moore of the Ohio Center reveals that approximately 300 documents were selected by the Ohio Center for consideration by the ERIC Clearinghouse. Many of these materials are now available to any interested persons, on microfiche or in hard copy, from the ERIC Document Reproduction Service.

ADMINISTRATIVE GROUPS

As indicated previously, time was allotted on the morning of December 19 for participants to meet in groups by role designation for the purpose of developing recommendations and suggestions for the U.S. Office of Education staff administering the program. Each group elected a recorder/presenter who assumed the responsibility of reporting the groups' deliberations to the general session, and of supplying the following brief statements to be included in the conference proceedings. Also presented at the same general session were the reactions of the Washington Interns in Education, who had served as objective outside observors of the conference.

Summary Statement Developed at the Meeting of Project Directors of Part D Vocational Exemplary Projects

Chairperson: Mary Lovell
Recorder/Presenter: Omer K. McCaleb

First we strongly request the U.S. Office of Education to require accountability of funded districts to continue career education programs beyond the years of Federal funding.

Second, we request the U.S. Office of Education to insure an evaluation of each Part D project for a period of at least five years after Federal funding.

Third, we ask that provisions be made by the U.S. Office of Education for involving directors of formerly funded programs in subsequent national and regional meetings of project directors.

Finally, we ask that USOE representatives take appropriate action to gain implementation of these recommendations by those in position to do so.

There were other suggestions discussed during the meeting. Among those ideas discussed were provisions for more direct involvement of teacher education colleges with career education and legal changes to permit additional funding for projects which had been funded as Exemplary Projects. Many Part D directors thought that their projects would actually be at a proper "beginning" stage as Federal funding was terminated.

These "other" suggestions were not presented as formal recommendations because they did not represent a consensus of concern by the Part D directors.

Summary Statement Developed at the Meeting of Local Project Coordinators of Part C Research and Development Projects In Career Education

Chairperson: Joyce Dechman Cook
Recorder/Presenter: Walter Wernick

Our stage settings have been our schools and our communities. Funding for the production has been assisted by the Office of Education, with help on synopses and major themes. Scenarios were initiated by local project directors and rough scripts were acted by children, parents, educational workers and resource people.

My report is concerned with the work of the director--specifically the local project director being funded by Part C. Today we were informed of our local play's closing date, and we were asked how we would like to use our resources up until then.

We responded by saying that we could wear Part D costumes and perform with Part D sets if only the producers could provide a sequence of funding. We said, "Don't break up the cast just yet. We are still a young company." We felt that demonstrable performance merited our high priority for continuing in our roles. In short, we have found our directing functions to be extremely necessary to the initiation of our play and the management of its varied components.

A few directors were concerned that dissemination activities might usurp needed emergence for internal development; but as our audiences increase their applause for career education as a play, we direct increasingly larger and more visible plays. Sharing our ideas comes naturally because the themes are so life-centered.

If only we could present our story via the directors without having to worry about gathering data to measure outcomes from only one section of the theatre. If only our performances, our narratives, our descriptive statements, and analyses of plot and characters, could be used as evaluative vehicles.

Evaluators on stage with us are sympathetic; they themselves know their pencil and paper tests are only one step removed from cardboard caricatures, but even their honest statements--that they wish to create new forms--are sent to the wings.

Teachers have performed many times before. Experienced teachers know that their actions are expected to lead toward an end.

What is the climactic scene? What will be shown at the final curtain?

To many of our project directors, a tragedy of major consequences lies waiting if directors are fired and real people leave the stage because no one cares especially for what they are doing. Teachers have been motivated, and they are taking on new roles with enthusiasm. What will happen when funds are stopped?

Will the play move from the theater district, from the legitimate stage, so to speak, to a living theater? Will career education be incorporated into our daily lives? Are the characters, the plot, and the audience ready for such involvement?

Part C directors are saying, "Help us by continuing the backing of our play. Give us lead-time to plan, to hire staff, and to prepare the stage. Also, arrange the funding periods so staff can be oriented during the summer, action to take place during a regular school year, and then follow-up work to be done during the next summer. Please don't fund us one day in the middle of a school month and expect immediate activity from us. We need care, too."

Although we have received notice that R&D funding under Part C for our particular efforts will not continue after this fiscal year (1973), we are confident that this is due to a reorganization in the structure of the backers of our play, and not to valid reviews of our work. We are convinced that performances of career education, so far, have been worth the cost. We have rediscovered a play, a classic drama, that audiences in a variety of educational environments have been clamoring for.

Now a personal word. I believe I speak for all project directors of Part C funds when I say we are sincerely concerned with our contemporary society's needs for the continuing development of this play. We have seen the creation of new roles, the development of characters, and the acting out of life-centered activities. We are more concerned with the living performance of our human drama and the fulfillment of our human beingness through it--than we are concerned with our personal survival as players within it.

Summary Statement Developed at the Meeting of State-Level Coordinators of Part C and Part D Projects

Chairman: Sidney C. High, Jr.
Recorder/Presenter: Daniel B. Dunham

Concern was expressed about the lack of time for interaction between State staff and U.S.O.E. staff on operational details and activities. This was partially resolved through the addition of an extra session on the last afternoon indicating flexibility in the conference design.

Several key questions asked by participants indicate that the small group topic selection was on target, but that answers to these key questions were not available for perhaps several reasons. Among the questions or areas of concern noted were these:

--Future installation of project outcomes in pilot districts after Federal funding ceases.

--How are State C and D efforts tying in to national model efforts especially as we move to new projects?

--There is a need for more clearly developed guidelines for third party evaluation so there can be some consistency; and, there is a need for evaluation instrumention to assess awareness, etc., which have common elements.

--There is a need to design more effective strategies for bringing together (at conferences like this and in other settings, such as on a regional basis) those projects focusing on products and those emphasizing processes--so they can "make some deals" with one another. These design strategies should focus on all dimensions, including information collection, feedback, and interchange among States and projects.

--Teacher pre-service education programs need more visibility in the career education planning process.

It was agreed that the conference "stage setting" process might have done well to emphasize the responsibility of the participant to engage in substantive discussions which do not belabor minor operational details of projects, but focus on outcomes and methodologies. Such preparation might have enhanced the "participant attitude" of the group and reduced the danger of one or two persons monopolizing a discussion session.

Conference participants were made aware that there are those who don't think career education is very good and that we need to work on our efforts to answer our critics through evidence of more useful learning programs which are career development based.

The conference setting was most pleasant, and this perhaps helped to reduce some frustrations. While the conference plan was basically well designed and based upon input from practitioner/users (some of whom visibly asked for critiques by participants during the conference); participants evidenced varying degrees of frustration, ranging from moderate to high, over the exigencies of:

--the funding picture, present and future, at both the State and local levels.

--the sometimes unclear relationships of the various agencies involved in these projects.

--the situation created by a high level of expectation for sharing of strategies, outcomes, and methodologies and the apparently modest level of accomplishment of this conference objective.

Summary Statement Developed at the Meeting of Third-Party Evaluators

Chairperson: Nancy Rhett
Recorder/Presenter: Allen Lee

Evaluation models developed and utilized by Dr. Bob Morgan of North Carolina State University (Raleigh) and by Dr. Allen Lee of Portland State University (Portland, Oregon), respectively, were reviewed in some detail.

The conferees discussed many aspects of third-party evaluations (especially concerning Part C and Part D projects). Key items included the following:

1. What is the purpose of these evaluations?

   It was apparent that the purposes were many and varied, and there was some lack of agreement upon which were most preferable and legitimate. They include such as:

   A. To improve the project
   B. To improve education
   C. To orient various individuals and groups
   D. To disseminate information

E. To save projects from disaster
F. To train personnel
G. To direct staff
H. To consult and/or advise
I. Others

2. Numerous types of evaluation and evaluator activities were discussed including:

A. Collection of hard, quantitative data
B. Collection of qualitative data
C. Summative evaluation and formative evaluation
D. Process oriented evaluation
E. Measurement of student achievement
F. Measurement of behavioral changes in staff, students and community
G. Objective evaluator roles
H. Vested interest evaluator roles, and "co-opting"
I. Line and staff roles
J. Cost analyses
K. Attitudinal measurement
L. Project management
M. Monitoring
N. Suggesting change and alternatives
O. Refining and identifying goals, philosophy, conceptual framework, etc.
P. Bringing about identification of short and long range goals
Q. Evaluation vs. auditing
R. Instrument development
S. Pre and post tests
T. Control groups
U. Formulating recommendations
V. Reporting
W. Sophisticated statistical analyses
X. Others

3. Some items of greatest concern included:

A. For whom does the evaluator really work? OE? Grantee? Superintendent? State Director of Vocational Education?

B. What can be done to get more adequate financing for evaluation? (Minimum for Part "D" should be $10,000 per year)

C. What can be done about orienting project and other people who see evaluation merely as a necessary evil?

D. How can the evaluator delimit his task--in view of the fact that time and dollar limitations make it impossible to do all the evaluation activities or phases that should be done or are requested?

E. How can long term evaluation be brought about (5-10 years or more after the initial period of Federal funding)?

F. How can third-party evaluation best be coordinated with the regional office 2-day site review at the end of each funding year?

G. Both vocational and general educators need to be involved in Career Education.

H. There needs to be community involvement and project staff involvement in phases of the evaluation.

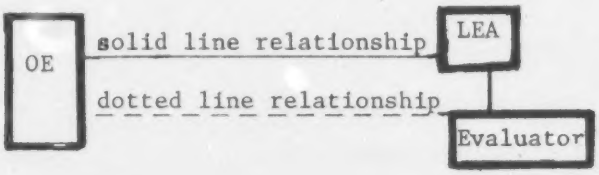
I. Blending of evaluation and consulting, directing, monitoring, advising functions elicited much comment. Some evaluators deem this blending most undesirable, while others consider it desirable. (Co-opting) (Judge-advocate).

J. Need to report evaluator findings periodically during the year.

4. Requests and Recommendations

A. We request that OE provide some guidelines to grantees regarding evaluation requirements, and preferably these guidelines should be identified by OE in consultation with representative evaluators (such as Bob Morgan and Allen Lee).

Emphasis is upon the need for OE evaluation requirements to be stipulated in the OE agreement with the grantee--and compatible with the following diagram:



B. We request that consideration be given to making provision for long range evaluation--in order that evaluations could be made from five to ten years after the end of federal funding.

C. We appreciate the involvement of evaluators in the Airlie House Conference this year, and urge this also be done in the future.

D. There is need to document the impact of OE funds upon the school, the community and education.

E. We acknowledge the excellence of this conference, and wish to compliment Dr. Sidney High, Nancy Rhett, Mary Lovell, Joyce Dechman, and Annette Miller for their fine efforts. Several conferees said this was the best conference they had ever experienced.

Summary Statement Developed by the Washington Interns in Education

Recorder/Presenter: Clifford D. Fields

The Washington Interns want to thank Dr. High, Joyce Dechman, The Conference Coordinating Committee and each of you who assisted us the past two days. This educational experience has been beneficial to all of us.

I am here only to give you an overview of the interns' reactions to sessions attended up to this point.

It is becoming increasingly clear that the higher the education level, the more difficulty experienced in implementing career education. The greatest success has been at the elementary level where subject

matter orientation is less defined. Elementary teachers have training and experience in child-centered teaching and appear to accept new strategies relatively easy since they often receive ideas for change from "outside."

Change strategies become much more difficult in the upper levels (Junior High and particularly in Senior High School), where subject matter orientation dominates. Here your reactions were that this kind of change must be generated with staff and faculty cooperation. The recommended strategy must be to set guidelines for staff and support development within the school. Change imposed from outside has low probability of success.

In addition, at the senior high school level, confusion between career education and vocational education becomes much more apparent; it was suggested that the career education change strategy must be aimed at vocational programs as well as general education.

There still is much criticism of tracking. Alternatives must be developed and implemented to provide a solid education that will lead to employment. Tracking because of financial problems is inexcusable. The financial crisis in education, the growing community college campuses, and the failure of graduates to get jobs are seen as pressing the need for career education.

The special problem areas of career education are most acute and require unique solutions.

In urban areas students often come to school with poor conceptions of themselves, little knowledge of occupations, and parents at home fearful of career education and the work ethic (which to them, in most cases, connotes menial service careers regardless of potential incomes). Since shirts and ties are still seen as the symbol for upward mobility, students' aspirations must be reconciled with educators' plans to make all occupations respectable through "career education."

The same phenomenon occurs in rural-isolated areas where the question is asked about self-awareness. Many, if not most students will be moving to urban environments. Can you simulate an urban environment for rural students? Through cooperative education? (maybe--but this is not a catch all.) How much success has there been in consolidating small rural counties that cannot afford career centers? The numerous problems presented by autonomous school districts must be confronted.

At the same time, in all schools, both urban and rural, it has been indicated that the unique role of the handicapped and disadvantaged student must be clearly defined. The disadvantaged must have additional funds for supportive courses and tutors. The spectrum of skills that the handicapped can develop is just beginning to be realized; both school and business administrators must be made aware of the handicapped's potential for career training and work.

Throughout the sessions, varied and opposing opinions of the new role for guidance and counselors at all levels were voiced. The paradox is that, while the function of guidance leans toward fostering independent decision-making and is seen as essential to career education, questions are being raised about the counselors'roles and whether there is a need for them. No one seems to know the appropriate role of the counselor, either in practice or in theory.

Our observation is that placement and follow through have been virtually ignored in most instances. Interest appears low; with one possible reason being that the bulk of career project efforts have dealt with elementary and junior high school curriculums.

Another area of concern is the home, which is the first source of career training awareness, where working family members are the first source of occupational knowledge. Only a few projects here appear to have dealt with it. As voters and taxpayers, parents are the major supporters of any school program. Here again little or no effort has been made to incorporate this most important resource into action. There are a few exciting exceptions of success but most directors indicated little interest in them.

Tremendous amounts of monies have gone into inservice training at the expense of pre-service training. The success of career training will ultimately depend on the quality of teachers. To date, embarrassingly little work has gone into enlisting support for and reform of teacher training programs at the university level. There has been, in addition, little effort made for articulation of career students from vocational high schools to junior college, and from technical schools to four-year colleges and universities.

Even though evaluation is being undertaken in a serious way, it was indicated that the role of the evaluator is still ambiguous.

The continuation of programs after federal funding runs out seems to depend on several variables.

1. Involving of the community from the beginning.

2. Keeping the local community informed.

3. Making sure the project gains state and local political endorsement and support.

4. Receiving approval of the county and local superintendents, principals, teachers, chambers of commerce; and industry.

5. Selecting the projects' sites for high community leader visibility and probability of success.

The role of the Office of Education has been effective in deliberately maintaining a low profile; this has been successful in large part and the directors seem to appreciate the lack of interference since it permits local development. However, some evaluators tend to want more guidelines and direction on basic issues.

It was suggested that some thought must be given to the duration of the grant period to allow startup time by the local communities after success of the career concept has been shown.

It is the strong feeling of the interns that the success of career education programs presented here is sufficient proof that these programs by any definition work and should be continued.

The following points are presented as a record of convergent ideas, major issues, and overviews which arose during the three days:

A. The first category of issues had to do with discussion about administration of the projects and the conceptual framework which dictates the administrative strategies. It seemed to the interns that almost a "mystique" had developed within some projects that ultimately was not communicated to other educators and the community.

1. It seemed important to the interns who observed the process that because of a lack of understanding or poor intentions, some project directors had made no moves to explain or communicate with citizens in the LEA about the value of the Career Education project. It seemed to the interns that some project directors had chosen to sublimate the problems of project re-funding either at the local or federal level.

2. In the same vein, many project directors seemed to have ignored, for one reason or another, the important matter and nature of institutional acceptance of the project. It seemed that some were still fighting the battle of convincing their school districts that Career Education projects were valuable. An undertone to the session, this feeling arose in several informal groups and also in disucssions about evaluation and staff dissent.

3. Conceptually, the failure to institutionalize the projects seemed to prevent the development of career education goals in tune with and alongside the vocational education goals of the district. Interns got the feeling that some directors had emphasized the projects in either/or terms with vocational education rather than as sister projects in the educational system. But, the interns discussed that if one looked closely at the school districts which did de-emphasize vocational education because of career education, one would see that general education had not been affected at all by the career education project. This leads the interns to believe that few districts had conceptualized their projects effectively to deal with general education and vocational education.

4. Last, the interns felt that the level of conceptual development had not allowed the school districts to develop their own approach to the career education problems; not by intent, but simply because projects like this take more time. The school districts involved need more time to make the necessary administrative changes and ideological changes to accept a comprehensive career education project.

B. The interns discussed an issue which can best be catalogued as a concern for the staffing problems of career education projects. Not only asking what kinds of staff and what kinds of job descriptions are needed, but further, what indications from the discussions lead the interns to believe that directors do not have the right opportunities to develop competent staff.

1. Guidance and counseling by staff members was not only a central point of discussion, it was a central point of concern and disagreement. It was agreed upon by many that contemporary guidance and counseling programs were inadequate, especially in light of the goals of career education. Counselors were not exposed to the world of work, either because of their own training or because they themselves had never entered phases other than education. This does not meant that every counselor should have worked elsewhere, but it does raise the question of the nature of counselor advice, resources, and empathy with students who need adequate counseling about the world of work.

2. Secondly, the sessions and discussions did not come up with a consensus about the nature of in-service training for the staff of the career education projects. For the most part, the interns felt that this had been ignored; that people with interest were in the career education project and the project directors did not know exactly how to handle the needs of staff. In addition, the interns felt that no one suggested a method or even an approach which could be done in-house. It was mentioned that teacher-training institutions had not yet begun to attack the problem.

3. The third interface which concerned the interns was the nature of the project director, his relationships with the staff and the project evaluator. Although this is by definition a very personal and individual thing, the interns felt that personal leadership was necessary for the project director, that it was important for him to communicate with the staff and that it was important for him to clearly define his role with the project evaluators.

C. The third major issue which concerned the interns had to do with the levels of Career Education projects. Problems at the elementary level were very different from the problems at the secondary level.

1. Elementary discussion generally rallied around the point that children in the lower grades should not be tracked. It was evident that project directors and staff also feel this way, that they are caught in the dilemma of developing viable alternatives to the projects, but at the same time, do not intend to lock children in by making them learn job categories. The area of evaluation wrestled very much with the type of work package needed to measure the success of a career education project at the lower grades.

2. At the same time, evaluation seemed simpler at the secondary level, since it could be determined either verbally or in simple observation whether there was success in the classroom and on the job as a result of education. Too, researchers mentioned that secondary students quickly became attuned to the self-image building qualities of career education. Project directors mentioned almost an overnight change in students when exposed to some sort of career education project.

D. The last major issue and overview from the conference was the question of evaluation. These sessions were very well-attended, although a quick check of participants revealed that most felt that they had no new answers to the solution of good evaluation.

1. Role confusion of the evaluator seemed to be a pre-occupying problem.

   a. What is the role for the third party evaluator? What role does he/she play in terms of the staff, with the director, etc.

   b. Is the third party evaluator responsible to OE, to the project director, or the person in the Regional Office.

   c. What role does the staff play in evaluation? What is the nature of staff evaluation?

2. Secondly, there seem to be technical problems of evaluation.

   a. What is the distinction between the process and the product in the career education model?

   b. How does evaluation influence the environment of the project, especially when it involves possible lay-off or loss of funds?

c. What is the relationship of the data collected to the data from other projects, either in the same State or across the country.

d. What is the nature of decision-making to the process? Is that part of the evaluation?

e. How does the director relate to the program costs of evaluation? Does he spend program dollars?

f. What is the nature of quality control across the projects and how does evaluation insure the value of that project?

3. Last, an examination of the common sense strategies of career education involved in evaluation.

a. What about the need of outside groups?

b. Has the project director identified the input of the team, the director, and the community?

c. What is the value of the outside review teams in the evaluation process?

CLOSING SESSION

The final session of the conference, in addition to covering the summary statements by the various groups of participants, permitted the recognition of participants who had been most persistently interested in career education during the first round of three-year Vocational Exemplary Projects. A certificate was presented to these individuals, reading as follows:

Career Education Conference Veteran
4 (or 3) Year Award

Presented to _____ this 19th day of December, 1972, in recognition of persistent support of career education as evidenced by attendance at 4 (or 3) annual conferences on Career Education.

By virtue of the powers vested in me as Chief of the Program Development and Operations Branch, I hereby award this certificate with all the rights and privileges appertaining thereto.

(signed) Sidney C. High, Jr.

Persons so recognized in the final session were:

Ralph Dreessen, Oklahoma	4-Year Award
Joseph Bonitatebus, Connecticut	3-Year Award
John W. Bunten, California	3-Year Award
Clayton D. Carlson, South Dakota	3-Year Award
Joel Smith, Georgia	3-Year Award
Len Trout, Nevada	3-Year Award
B. C. VanKoughnett, Michigan	3-Year Award
Monte B. Ross, North Carolina	3-Year Award

REFERENCES

Background information on the career education projects funded under Part C and Part D of Public Law 90-576 can be secured from the following publications:

Worthington, Robert M. Development of Model Career Education Programs Under Part C and Part D of the Vocational Education Amendments of 1968. June 1972. (ED-065-712)

This is a 14-page paper presented by Dr. Worthington at the Conference for Chief State School Officers which was held in Washington, D.C. on June 15, 1972. The paper describes one pilot project in some detail, and then discusses the overall program for the development of small-scale career education models in local school districts throughout the country under Part C and Part D of the Vocational Education Amendments of 1968. This paper can be ordered from the ERIC Document Reproduction Service under No. ED-065-712. The cost is 65 cents on microfiche or $3.29 for hardcopy.

Abstracts of Research and Development Projects in Career Education. Washington, D.C.: Division of Vocational and Technical Education, U.S. Office of Education; June 1972. (ED-063-520)

This is a 146-page booklet describing the career education activities supported with the U.S. Commissioner's discretionary funds under Section 131(a) of Part C of the Vocational Education Amendments of 1968. The booklet provides overall background information on the Part C career education activities, as well as an abstract of the activities being undertaken in each of the individual pilot projects. Information is included concerning the location of each project and the name and address of the project administrator. This booklet can be obtained from the ERIC Document Reproduction Service under No. ED-063-520. The cost is 65 cents on microfiche or $6.58 for hardcopy.

Abstracts of Exemplary Projects in Vocational Education. Washington, D.C.: Division of Vocational and Technical Education, U.S. Office of Education; November 1971. (ED-060-189)

This is a 118-page booklet dealing with the Exemplary Projects in Vocational Education which are supported with the U.S. Commissioner's discretionary funds under Section 142(c) of Part D of the Vocational Education Amendments of 1968. These Exemplary Projects were started in June of 1970 and are scheduled to operate for a three-year period. These projects represented some of the earliest attempts to structure operating models of K through 12 career education programs. The booklet provides overall background information on the Part D career education activities, as well as an abstract of the activities being undertaken in each individual project. Information is included on the location of each project and the name and address of the Project Director. The booklet can be obtained from ERIC Document Reproduction Service under No. ED-060-189. The cost is 65 cents on microfiche or $6.58 for hardcopy.

Another document which might prove useful to persons interested in the development of model career education programs is:

High, Sidney C. and Linda Hall. Bibliography on Career Education. November 1972. (ED-070-822)

This is a 74-page document which provides a comprehensive listing of currently available literature on the topic of career education. The literature includes conceptual papers, journal articles, teaching guides, sample instructional materials, progress reports from pilot and demonstration projects, evaluation reports, and research studies. The bibliography can be obtained from the ERIC Document Reproduction Service under No. ED-070-822. The cost is 65 cents on microfiche or $3.29 hardcopy.

APPENDICES

The following appendices include the conference announcement, Appendix A; the list of participants, Appendix B; and the complete conference agenda, Appendix C.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION

MEMORANDUM

Date: November 14, 1972

SENT BY: Michael Russo M.R.
Acting Director
Division of Vocational
and Technical Education

SENT TO: State Directors of Vocational Education

SUBJECT: Coordinating Conference of State-level and Local-level Directors of Career Education Projects Funded Under Section 142(c) of Part D and Section 131(a) of Part C of Public Law 90-576

Prior to the initiation of career education activities under Part D of Public Law 90-576, a "National Conference on Exemplary Programs and Projects" was conducted in Atlanta, Georgia. The purpose of this conference, which was held in March of 1969, was to explore potential procedures for implementing Part D career education activities and to develop a conceptual framework for the exemplary projects which would be undertaken.

Shortly after the award of the initial grants under Part D of P.L. 90-576, a "National Institute on Exemplary Projects" was conducted in Squaw Valley, California. The purpose of this Institute, which was held in July of 1970, was to assist newly-appointed State and local directors of vocational exemplary projects to formulate plans for initiating, operating, and evaluating their Part D projects.

After most of the exemplary projects were well into their second school year of operation, a third meeting was held in Columbus, Ohio. This meeting, which was conducted in December of 1971, provided an opportunity for State and local project directors to exchange ideas growing out of their experience in the early months of their projects, to share promising techniques and materials which were emerging from their project activities, and to generally coordinate their efforts to develop, implement, and evaluate the pilot models of career education which were being structured under the Part D program.

During the past 12 months, the Part D projects have gained additional experience and have further refined their techniques and instructional materials. In the meantime, a new round of career education projects

has been initiated, with funding from Section 131(a) of Part C. There is, therefore, a need for a fourth meeting which will be in the nature of a "coordinating conference" for State and local directors of both the Part D and the Part C projects in career education. It is believed that it would also be desirable if this conference could be attended by some of the third party evaluators who have been involved in the Part C and Part D projects.

Accordingly, arrangements have been made for a "coordinating conference" to be held at Airlie House on December 17, 18, and 19. Airlie House is about 45 miles from Washington, D.C., and is located approximately three miles north of Warrenton, Virginia. Airlie House includes hotel-type accommodations, dining facilities, and large and small meeting rooms.

The arrangements at Airlie House require that all participants utilize the living accommodations and dining facilities on the premises; there can be no "commuter" participants. For a double occupancy room and three meals per day, the cost is $23.00 per participant. For a single occupancy room and three meals per day, the cost is $30.00 per participant. In addition, a registration fee of approximately $5.00 will be collected from each conference participant.

There are no conference funds to cover travel, per diem, and other costs for participants. However, the participants' travel and per diem are considered allowable costs under the "Travel" line item in the budgets of the Career Education Projects sponsored under Section 142(c) of Part D and Section 131(a) of Part C.

The kinds of individuals who are being invited to attend the conference are:

(a) State-level personnel who are responsible for the coordination of Part C and Part D career education projects

(b) local project directors of the career education projects supported under Section 142(c) of Part D and Section 131(a) of Part C

(c) third-party evaluators who are under contract to conduct evaluations of Part C and Part D career education projects

The maximum number of participants that can be accommodated is 250. Generally, registration applications will be received and accepted on a "first-come first-served" basis; however, exceptions to this will be made if necessary to insure that some places are available for representatives from each State.

-- State Directors of Vocational Education

The conference participants are requested to travel to Washington, D.C. on Sunday, December 17. Arrangements will be made for bus transportation from Washington National Airport and from Dulles International Airport to Warrenton, Virginia at specified times on Sunday afternoon. Detailed instructions and bus schedules will be provided to each individual participant when his registration form is received and accepted. All conference participants are expected to arrive at Airlie House no later than 5:00 p.m. on Sunday afternoon, December 17. A reception, a dinner, and a program are scheduled for Sunday evening. The session on Monday, December 18, will begin at 8:30 a.m. and continue through an evening meeting. On Tuesday, December 19, the session will run from 8:30 a.m. to 5:00 p.m. Because of the limited number of participants who can be accomodated and because of the tight schedule for the conference agenda, applications for attendance at the conference should be made only by individuals who can arrive prior to the opening session on Sunday afternoon and remain until the conclusion of the conference at 5:00 p.m. on Tuesday.

The conference participants from each State, with the concurrence of the State Director of Vocational Education, should complete the attached Registration Form and mail it to Miss Annette Miller at the U.S. Office of Education as soon as possible. Receipt of the form will be acknowledged, and detailed information about the conference will be mailed to each individual participant.

One of the primary objectives for this "coordinating conference" will be the exchange of techniques and instructional materials which are showing promise in accomplishing the goals of the Part C and Part D career education projects. Exchange of evaluation techniques and approaches will also be an objective. Accordingly, each conference participant is requested to bring with him to the conference two sample copies of each of the more outstanding instructional materials, curriculum guides, and teacher inservice guides which have been produced in the career education project with which he is associated. Third-party evaluators should bring with them two copies each of sample evaluation plans, evaluation instruments, and evaluation reports which they consider to be of especial significance.

It is planned that these sample copies will be placed on display for examination by the conference participants. After the conference, those items deemed suitable will be processed on to microfiche, entered into the ERIC system, and indexed and announced in the periodic issues of "Research in Education" and/or "Abstracts of Instructional Materials (AIM)." The materials can then be obtained, on microfiche or in hard copy, from the ERIC document reproduction service by any interested parties.

It is also possible that individual project directors, after examining the sample copies of materials, may arrange with each other for direct exchange by mail of particular items in which they are interested.

-- State Directors of Vocational Education

It is believed that this "Coordinating Conference," through the cooperative efforts of all concerned, can play a significant role in stimulating and accelerating the Part C and Part D Career Education Projects and in advancing the current "state of the art" in terms of practical approaches to career education. It is hoped, therefore, that each State Director of Vocational Education will promptly designate appropriate participants from his State, and have the individuals designated complete and mail the enclosed registration form so that administrative arrangements for the conference can be finalized.

Attachment

REGISTRATION FORM

Coordinating Conference of State-Level and Local-Level Directors of Career Education Projects Funded Under Section 142(c) of Part D and Section 131(a) of Part C of Public Law 90-576

* *

Note: Please complete this form and mail to:

Ms. Annette Miller
Program Assistant, DVTE/BAVTE
U. S. Office of Education
7th and D Streets SW., Room 5624
Washington, D. C. 20202

Name of Participant: _____
Title of Participant: _____
Mailing Address: _____
_____
_____

Participant is in the following category (check one):

___ State official responsible for the coordination of Part C and/or Part D career education projects.

___ Local project director of a career education project funded under Section 142(c) of Part D. (Indicate project number assigned by USOE: _____.)

___ Local project director of a career education project funded under Section 131(a) of Part C. (Indicate project number assigned by USOE: _____.)

___ Third-party evaluator of a Part C or Part D career education project. (Indicate project number assigned by USOE: _____.)

1. My participation in this Coordinating Conference has the concurrence of the State Director of Vocational Education for the State of _____.

2. I will be staying at Airlie House from Sunday afternoon, December 17, through Tuesday afternoon, December 19. For living accommodations, I would prefer (check one): ___ a single occupancy room
___ a double occupancy room

3. To the extent possible, I will bring to the conference sample copies of locally-produced materials developed for use in the career education project with which I am associated.

_____
Signature

National Coordinating Conference of
State-Level and Local-Level Directors
of Career Education Projects
(Part C and Part D of P.L. 90-576)

December 17-19, 1972

LIST OF PARTICIPANTS

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(C) - Part C Project Personnel
(D) - Part D Project Personnel
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AGENDA

NATIONAL COORDINATING CONFERENCE OF STATE-LEVEL AND LOCAL-LEVEL DIRECTORS OF CAREER EDUCATION PROJECTS

(Part C and Part D of P.L. 90-576)

December 17-19, 1972

Airlie House Conference Center
Warrenton, Virginia

CONFERENCE COORDINATING COMMITTEE:

Paul E. Cawein, Washington, D. C.
Barbara Clark, Golden Valley, Minnesota
Walter Mietus, College Park, Maryland
Clarence Dittenhafer, Harrisburg, Pennsylvania
Harry Weisenberger, Bismarck, North Dakota
James Wrren, Philadelphia, Pennsylvania
Joel Smith, Atlanta, Georgia

Agenda

National Coordinating Conference of State-level
and Local-level Directors of
Career Education Projects
(Part C and Part D of P.L. 90-576)

December 17-19, 1972

Airlie House Conference Center
Warrenton, Virginia

Sunday Evening, December 17, 1972

3:00 - 5:00 p.m.	Registration Annette Miller, Program Assistant Program Development and Operations Branch U.S. Office of Education -- Main Lobby and/or Tack Room
5:30 - 6:30	Reception -- The Meadow Room and the Studio Main Building
6:30 - 7:30	Dinner -- The Airlie Room
7:30 - 8:30	Evening Session Michael M. Russo, Director Division of Vocational and Technical Education U.S. Office of Education Informal Remarks: Sidney P. Marland, Jr. Assistant Secretary for Education Department of Health, Education and Welfare and Jon Fuller, Special Assistant Assistant Secretary for Education Department of Health, Education and Welfare -- Federal Room

Monday, December 18, 1972

7:30 - 8:30 a.m.	Breakfast -- Airlie Room

8:30 - 9:00	Conference Overview Sidney C. High, Jr., Chief Program Development and Operations Branch U.S. Office of Education -- Federal Room
9:00 - 10:00	"The Career Education Controversy" Sidney C. High, Jr., Chairman Presentations by: Dale Holden, Local Project Director Region V Educational Services Center Lancaster, South Carolina and Paul E. Cawein Assistant Superintendent District of Columbia Public Schools Washington, D. C. -- Federal Room
10:00 - 10:15	Coffee Break (Coffee will be served at locations designated for Small Interest Groups)
10:15 - 11:55	Small Interest Groups (Each participant should select from the attached list of interest groups)
12:00 - 1:00 p.m.	Lunch and Announcements -- Airlie Room
1:15 - 2:45	Small Interest Groups (Select from attachment)
2:45 - 3:00	Coffee Break (Proceed to next Small Interest Group for Coffee)
3:00 - 5:00	Small Interest Groups (Select from attachment)
5:30 - 6:30	Attitude Adjustment Hour -- The Meadow Room
6:30 - 7:30	Dinner -- The Airlie Room
7:30 - 8:30	"Evolution of Career Education in the United States," Robert M. Worthington, Associate Commissioner Bureau of Adult, Vocational and Technical Education U.S. Office of Education -- Federal Room

Tuesday, December 19, 1972

7:30 - 8:30 a.m.	Breakfast -- The Airlie Room
8:30 - 10:00	Each participant select from the following meetings:
	Project Directors of 3-Year Vocational Exemplary Projects (Part D) Mary Lovell, Chairman -- Federal Room
	Local Project Coordinators of Research and Development Projects in Career Education (Part C) Joyce Dechman, Chairman -- Meadow Room
	State-level Coordinators of Research and Exemplary Projects Sidney C. High, Jr., Chairman -- The Studio
	Evaluators of Research and Exemplary Projects Nancy Rhett, Chairman -- The South Room
10:00 - 10:15	Coffee Break (Proceed to Small Interest Group for Coffee)
10:15 - 12:00	Small Interest Groups (Select from attachment)
12:00 - 1:30 p.m.	Lunch Sidney C. High, Jr., Host Comments from Selected Participants
1:30 - 2:45	Small Interest Groups (Select from attachment)
2:45 - 3:00	Coffee Break -- Outside the Federal Room
3:00 - 4:00	Conference Wrap-Up Sidney C. High, Jr., Chairman
	Comments from Selected Participants
	Historical Perspectives, Future Directions, and Selected Project Director Awards -- The Federal Room

Small Interest Groups

1. Elementary Career Education Programs — Location: Federal Room

   Suggested Discussion Topics:
   - The Role of Guidance and Counseling within the Curriculum
   - Experiences external to the classroom atmosphere
   - Hands-on classroom activities
   - Elementary Curriculum Integration

2. Junior High Career Exploration — Location: Meadow Room

   Suggested Discussion Topics:
   - Laboratory Centered Exploratory experiences
   - Curriculum (include infusion into or integration of other subject matter areas)
   - Experiences external to the formal school atmosphere
   - Role of Guidance and Counseling within the curriculum

3. Senior High Career Preparation — Location: Studio

   Suggested Discussion Topics:
   - Career preparation programs for all youngsters
   - Preparation experiences external to formal school atmosphere
   - Academic curriculum revisions to infuse career exploration and/or career preparation
   - Potential of integrated academic and career preparation curriculum
   - Role of Guidance and Counseling within the curriculum

4. Career Development Guidance and Counseling — Location: Granary Room

   Suggested Discussion Topics:
   - Individual Career Guidance and Counseling
   - Group Career Guidance and Counseling
   - Testing
   - Relationships to Curriculum (Leadership responsibility for attention to affective concerns in curriculum development for career education)
   - Relationship between Career Education and the Maximization of Human Potential (Total Human Resource Development) Personal Growth Groups and Seminars

5. Placement and Follow-Through — Location: Livery Room

   Suggested Discussion Topics:
   - Centralized placement service in Urban areas -- pros and cons

- Relationship with Employment Security Agencies, Youth Opportunity programs, private employment agencies
- Placement Service for Outmigration -- pros and cons
- Utilization of paraprofessionals
- Data Analysis on Follow-Through Results with Implications for curriculum and instructional system revisions
- Placement for part-time work experience and cooperative education
- Placement in Full-time Jobs
- Placement in Further Education

6. Post-Secondary and Continuing Education — Location: Hitching Post

Suggested Discussion Topics:
- Career Preparation Programs
- Preparation experiences outside Formal School setting
- Articulation of programs with secondary level and with 4-year College Programs
- Potential of Integrated Academic and Career Preparation Programs

7. Inservice Training — Location: Forge Room

Suggested Discussion Topics:
- Readiness for the acceptance of career education concepts
- Inservice Training at elementary level, junior high level, senior high level
- Role of Guidance and Counseling personnel in Inservice Training
- Role of the Vocational Educator in Inservice Training
- Role of value clarification techniques in inservice training
- Drafted participation vs. volunteer participation in initial stages
- Sub-contracts with Universities for inservice training vs. subcontracts with individual consultants
- Improving the relationship between Inservice Training and Teacher preparation programs

8. Evaluation — Location: South Room

Suggested Discussion Topics:
- Student outcome data
- Process evaluation
- Unanticipated results
- New concept of information-based evaluation
- Research design
- Instrumentation
- Data analysis designed to yield results for curriculum planners

9. Community Relations (Business, Industry, Professions) - Location West Room

Suggested Discussion Topics:
- Elementary and Junior High - Resource people in classrooms, field trips, resources for classroom activities
- Part-time work experience and Cooperative Education programs
- Contracting for Career Preparation
- Placement Coordination
- Participation in Curriculum Development

10. Relationships with Total Educational Community - Location Blue Room

Suggested Discussion Topics:
- Improving the academic communities' receptivity to career education concepts
- Relationships with school administrators (including local school boards, superintendents' staffs, supervisors in various subject areas, and guidance and counseling supervisory staff.)
- Adequate attention to professional areas of employment in curriculum development
- Use of Business, Industry, and Professional persons outside of Education in working with the academic community

11. Implementing Career Education in an Urban Area - Location Board Room

Suggested Discussion Topics:
- Problem Areas
- Strengths of urban areas for Career Education
- Parental involvement
- Involvement of business, industry, and professions
- Inservice Training
- Laboratories and Facilities
- Promising implementation strategies for Urban Areas

12. Implementing Career Education in a Rural Area - Location The Lodge (lower level)

Suggested Discussion Topics:
- Problem Areas
- Strengths of rural areas for Career Education
- Parental involvement
- Involvement of business, industry, and professions
- Inservice Training
- Laboratories and Facilities
- Promising implementation strategies for rural areas

13. Resource Materials Center - Location

Tack Room

Suggested Discussion Topics:

- Materials Review
- Identification of appropriate grade level
- Sex-role, Racial, and Occupational Stereotyping
- Materials development (films, tapes, slides, ETV, activity kits, tool carts, etc.)
- Utilization of Career Resource Centers in Career Education Implementation

14. Special Services within a Career Education Program for the Disadvantaged and Handicapped - Location

The Lodge (Upper Level)

Suggested Discussion Topics:

- Separate programs for the disadvantaged and/or handicapped -- pros and cons
- Building Career Education programs that are comprehensive and flexible enough to accommodate the disadvantaged and handicapped, where possible
- Successful strategies for the disadvantaged and handicapped

15. Strategies for Continuing Programs after Federal Funding Ceases - Location

Lake Cottage Board Room

Suggested Discussion Topics:

- Gaining visibility and support in the public arena
- Gaining visibility and support in the political arena
- Inservice Training as a strategy for continuation
- Curriculum revision as a strategy for continuation
- Gaining visibility and support in the business, industrial, and professional communities.

16. Home/Family Relationships to Career Education - Location

Carriage House Lobby

Suggested Discussion Topics:

- Involving parents in the career development processes of their youngsters
- Promoting freedom of choice on the part of youngsters in their career decisions
- Enlightening parents to careers not requiring a college degree but with excellent upward mobility options

END